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DEPARTMENT OF EDUCATION

LELAND STANFORD JUNIOR UNIVERSITY

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DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

PUBLIC SCHOOLS.

ANNUAL REPORT

OF THE

BOARD OF EDUCATION

1884—1885.

ANNUAL REPORT

OF THE

BOARD OF EDUCATION

AND

CITY SUPERINTENDENT OF SCHOOLS,

WITH THE

RULES AND REGULATIONS AND COURSE OF STUDY FOR THE PUBLIC SCHOOLS OF THE CITY OF LOS ANGELES.

1884—1885.

LOS ANGELES:
TIMES-MIRROR COMPANY, PRINTERS.
1886.

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W. G. COCHRAN. E. T. WRIGHT. J. M. ELLIOTT.

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SUPPLIES AND JANITORS—W. G. COCHRAN, J. M. ELLIOTT.
BUILDINGS AND REPAIRS—R. D. WADE, E. T. WRIGHT.
TEACHERS AND SALARIES—E. T. WRIGHT, W. G. COCHRAN.
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Members for 1886.

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STANDING COMMITTEES.

FINANCE—J. M. ELLIOTT, R. D. WADE.
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RULES AND REGULATIONS— R. D. WADE, J. M. ELLIOTT.
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THE CITY SUPERINTENDENTS OF SCHOOLS HAVE BEEN:

DR. W. T. LUCKY	1873 to 1876
C. H. KIMBALL	1876 to 1880
MRS. C. B. JONES	1880 to 1881
J. M. GUINN	1881 to 1883
L. D. SMITH	1883 to 1885
W. M. FRIESNER	1885

PRESIDENT'S REPORT.

To the Board of Education of the City of Los Angeles:

GENTLEMEN:—The year just closing has been in many respects an important one in the history of the Board, and a review shows many causes for congratulation and some for regret.

During the past year, as during that preceding it, there has been the highest degree of harmony in the relations of all connected with the educational department of the city. Hearty and friendly cöoperation of teachers, principals, Superintendent and Board have been a marked feature. This has contributed largely to success in the work of each branch of the department.

The same cordial feelings have characterized the relations of the Board with the other departments of the city government. The Council has uniformly given courteous attention to proposition or request presented it by us, and the amplest practicable assistance and support. That this has not always been the case in previous years is to be deeply regretted, and that it may be the rule hereafter is to be ardently hoped.

The continuous growth of the city has made demands upon us which we have not always been able to meet. It has taxed our energies to meet the current expenses of the schools and provide the additional accommodations absolutely required. No opportunity has been left to introduce new features or additional departments of instruction, however desirable such might appear. The causes for the financial embarrassment of the Board were set forth at some length in my last annual report. These, I regret to say, still exist. The Legislature which met last winter failed to adopt any remedial measures. The necessity for such legislation seemed to be recognized by the Assembly Committee on Education which met this Board, but no results followed. In view of our ill success and of the importance of the matter, I most respectfully recommend that during the coming year an effort be made by this Board to secure the cöoperation of Boards of Education in other cities throughout the State in an application to the Legislature for the enactment of such a law as will enable them to raise the

money necessary for the proper performance of their duties. It seems but reasonable that Boards of Education should possess and exercise powers relative to taxation and the issuance of bonds similar to those possessed by Boards of Trustees of School Districts. Without such powers the school districts in this county outside of the city would be in a deplorable condition. As it is, they keep pace with the development of the county, and by the issuance of bonds, in most instances, build school houses as required. Not equipped with any power to raise money, Boards of Education are dependent entirely upon the regular sources of income for building, as well as other expenses, unless they are fortunate enough to be possessed, as this Board was a few years ago, of property less valuable for school than for other purposes. The moneys realized by this Board during the past three years from the sales of property of that character have enabled it to do much of the building that has been done during that period. Since my last annual report the Central School property, therein mentioned, has been sold to the county for $75,000. No other property now held by the Board will probably be for many years sufficiently valuable to warrant its sale. Consequently, before the Board exhausts the unpaid balance ($51,000) due, on account of said sale, it should be prepared in some other way to meet the constant and urgent demands for new school buildings.

The demand for new accommodations incident to a rapid growth of population, has required the construction during the year of two new buildings and two additions, containing in all nine rooms, viz: a four-room building on the Morris Vineyard tract, a two-room building on Amelia street, a two-room addition to the Griffin avenue building, and a one-room addition to Temple street building. The expense of these structures exhausted all our available funds, but they have not fully met the demand. As soon as practicable an addition should be made to the Boyle Heights school building, which is situated in a rapidly growing suburb where we are now obliged to rent a room. Further provision should also be made to accommodate the pupils within Districts Nos. 12 and 15, (Central and Spring street schools.) This could probably be best accomplished by the erection, in some locality convenient of access, of a building for the High School. The rooms in the Spring street school

building now occupied by the High School would then be available for other grades and thus afford temporary relief.

I am informed that some criticism has been made upon the *expensive* character of the buildings constructed during the past year. If we have committed any error it has been in giving too great weight to the matter of economy of cost. The buildings mentioned are well adapted to their purpose in all respects but one : they will not admit of enlargement sufficient to keep pace with the probable growth of their several vicinities. The rapid appreciation of real estate values and the consequent increase in the cost of building sites, prompts me to suggest the advisability of erecting, in the future, larger buildings, which will accommodate scholars of the higher grades from larger areas and leave the scattered buildings to be used by primary pupils The larger buildings will undoubtedly cost more in proportion than the smaller ones—such as have been erected in the past year—but the increase in cost will be largely, if not entirely, compensated for by the decrease in the expense of building lots.

The death of City Superintendent L. D. Smith, which took place September 1st, occasioned to the educational interests of our city a loss which was deeply felt. Thoroughly conversant with our schools and their wants before he assumed the Superintendency, he was remarkably efficient in the discharge of the duties of the position and free from the mistakes usually falling to the lot of a new incumbent. Possessed of a strong character and a kind heart, decided views, the courage of his convictions and the highest courtesy, it was but natural that he should have, as he did, the confidence, respect and esteem of all with whom he came in contact. He was the personal friend of teachers and scholars alike, and as such he was mourned by them. His death deprived this Board of an adviser and friend whose counsels, based upon ripe experience, evinced sound judgment and rare tact. To such an extent had we learned to depend upon him, that without him our labors and difficulties seemed more than doubled. Neglecting no detail he gradually took upon himself too much for his physical strength, and to the consequent overwork was largely attributable his death in the prime of life and the midst of usefulness. Careful, methodical, thorough, with executive ability of a high order and ster-

ling integrity, he was a model Superintendent, an upright citizen and a deservedly trusted friend. "May he rest in peace."

The vacancy in the position of Superintendent was, after careful canvass, filled by the selection of Prof. W. M. Friesner, who has thus far earned the thanks of the Board for the conscientious and able manner in which he has performed his duties.

In reviewing the work of the year I have ventured some incidental suggestions, but there are still others which seem to me appropriate at this time. While we have faithfully endeavored to accomplish the greatest good with the means at our disposal, we have been compelled to defer action in regard to some matters of more or less importance. Of these, one of the most important is the improvement and adornment of the school grounds. Every school lot should be surrounded by a neat and substantial fence, but there are still several without the slightest apology for an inclosure. Shade trees should be more liberally supplied, and at some of the buildings the lack of shade should be temporarily obviated by arbors, trelisses and other means. Some of the teachers have shown a laudible disposition to encourage their pupils in the growth of flowers, grass plots, etc. Such measures should receive substantial support. An emulation between the various schools might be developed with good results. The beneficial effect, upon children, of attractive surroundings requires no argument. Every person of ordinary observation must recognize the desirability of having trees, vines, flowers, etc., about our school buildings instead of the bare and uninviting surroundings now too often seen.

Even more rapid than the growth of our city has been the increase in the past few years in the number of children who earn or contribute to their own support and are prevented by their occupations from attendance upon the schools now provided. A night school would afford to many of these their only means of education. As a large number of them are now picking up their education upon the street and give promise of graduation as hoodlums or criminals, there seems the greater necessity for some provision for them. "An ounce of prevention," etc.

In other cities, I am informed, notably in Oakland, experiments have been made with gratifying success in the matter of

industrial training. The boys' course of study is made to embrace practical instruction in the rudiments of various industries. It is not expected that any boy will come out a competent blacksmith or a first class carpenter, any more than he graduate from our present schools as a thorough chemist or an expert accountant. It is claimed, however, that by such training they acquire a useful knowledge of tools and their uses, and that their constructive faculties receive a useful stimulus. These experiments seem to be steps in the right direction, and so considering them, I commend them to you for investigation and consideration.

In almost every school is to be found a scholar (sometimes several) who evince no disposition to learn and are intractable and depraved. Many a teacher can point out such a scholar, who causes her "more trouble than all the rest of the school put together." The time of the teacher is taken up, the class kept back in its work and the morals of their fellows contaminated by these "black sheep." Our regard for the welfare of the majority demands that the schools in general be relieved of the presence of these embryo outlaws, but the remedy of suspension or expulsion is so detrimental to the subject that it is seldom applied. A conscientious teacher will exhaust every resource before abandoning a pupil as hopeless, and so many of the incorrigibles are retained to the manifest detriment of the schools which they attend. It has been suggested that the evil might be obviated, or at least materially lessened, by the establishment of a reformatory—a school conducted by a good disciplinarian, possessed of profound knowledge of youthful human nature, and in which especial attention should be paid to discipline, morals and manners. It is urged that if refractory pupils all over the city were sent to such a school after the usual expedients of admonition and discipline had proven unavailing, two good results would ensue: (1) the other schools would make better progress, be more easily governed and be more healthy morally, and (2) the pupils sent to such a school would receive just the education needed instead of being cast off by expulsion at the very time when the necessity for their training is most clearly evident. The suggestion is surely worth considering.

During the past year the matter of Kindergarten training

and its relation to the public schools has been brought to your attention. Wherever Kindergarten schools have been intelligently conducted there appears to be but one opinion as to their beneficial effects, but unless forming a part of the system of public instruction the large body of the children to be most benefitted by such training will not be reached. How far the Kindergarten method can be profitably embodied in the course of study of our schools is a question deserving of your consideration.

In conclusion, I desire to express my appreciation of the courtesy and kindly feeling which have characterized your relations with myself during the past year.

Respectfully submitted,

FRANK A. GIBSON.

LOS ANGELES, Oct. 31, 1885.

SECRETARY'S REPORT.

To the Board of Education of the City of Los Angeles:

GENTLEMEN:—I herewith submit to you a statement of the Receipts and Expenditures of the Board for the year ending October 31, 1885.

RECEIPTS.

1884.				
Nov.	15.	Apportionment City Fund	$11,340 00	
Nov.	29.	" " "	1,340 00	
Dec.	24.	" " "	570 00	
				$13,250 00
1885.				
Jan.	20.	" " "	728 00	
Jan.	20.	" " "	77	
Jan.	20.	" " "	1 36	
Jan.	21.	" " "	32	
Jan.	31.	" " "	8 57	
Jan.	31.	" " "	374 28	
Jan.	31.	Tuition, Non-Resident Pupils	78 25	
Feb.	21.	Balance App. from Building Fund, per order City Council	1 22	
Feb.	28.	Tuition, Non-Resident Pupils	76 00	
Mar.	31.	" " "	62 00	
June	13.	Sale of Warrant from City—Payment for Central School Lot	11,650 00	
June	29.	Tuition, Non-Resident Pupils	80 50	
June	29.	Net Proceeds High S. Commencement	75	
July	7.	Rent	10 00	
Aug.	18.	Rent	7 50	
Aug.	24.	Apportionment City Fund	1,200 00	
Sept.	1.	Payment from City on account of Purchase of Central School Lot	12,000 00	
Sept.	18.	Apportionment City Fund	5 60	
Sept.	18.	Apportionment City Fund	16 99	
Sept.	19.	Apportionment City Fund	98	
Sept.	24.	Sale of Old Building on the Morris Vineyard Tract	100 00	
Oct.	6.	Apportionment City Fund	1,000 00	
Oct.	20.	Apportionment City Fund	2,870 00	
Oct.	29.	Tuition, Non-Resident Pupils	24 00	
Oct.	31.	Apportionment City Fund	7,940 00	
				38,237 09
Jan.	31.	Apportionment County Fund	13,505 00	
June	30.	Apportionment County Fund	1,530 25	
Sept.	5.	Apportionment County Fund	1,530 25	
				16,565 50
March	5.	Apportionment State Fund	29,691 54	
March	5.	Apportionment State Fund, Library	250 00	
Aug.	27.	Apportionment State Fund	7,280 00	
				37,221 54
				$105,274 13

EXPENDITURES.

By Balance, 1884	$13,251 92
By Over Charge State Fund, August, 1884	20 00
By Real Estate	6,825 00
By New Buildings	14,489 37
By New Furniture	1,813 05
By Repairs and Labor	608 75
By Insurance	787 00
By Supplies	3,825 82
By Water	329 31
By Rent	880 00
By Plumbing	304 94
By Printing	313 00
By Library	60 00
By Salaries	50,739 54
By Janitors	3,243 75
By Secretary	600 00
By Architect	729 50
By Census Marshal	335 04
By Board of Examiners	125 00
	$99,280 99
By Balance	5,993 14
	$105,274 13

Respectfully submitted,

R. D. WADE,
Secretary.

SUPERINTENDENT'S REPORT.

To the Board of Education:

GENTLEMEN:—In accordance with Rule 10, "duties of the Superintendent," I submit this report for the school year closing June 30, 1885. A few statistics and facts belonging to the present school year of 1885–86 are, for convenience, included.

In presenting this, my first report, it must necessarily be brief. First, because of the short time I have been connected with your schools, having taken charge at their opening September 21, 1885. Second, because much that was printed in the last report is of an historical nature and need not now be repeated nor added to. The proper records will hereafter be found on file, so that a complete history of the schools of this city may be compiled at any time.

The schools were crippled last year on account of a lack of money—a fact with which all citizens are familiar. In all other respects I found everything in excellent condition. There was harmony in the Board, harmony among the teachers, harmony between the Board and teachers; and there was plainly visible the impress of that sterling and genuine man, my predecessor, Superintendent L. D. Smith. While memory is active in the minds of those who knew him, will his example and influence for good be felt in these schools. He who can leave behind him such a name has lived to a noble purpose and one worthy of imitation.

CHANGES.

It is my purpose to make few changes in the administration of the schools. I can easier learn their ways than to require 72 teachers and 3,500 children to adapt themselves to new methods. Yet when new plans in school management are thought desirable by yourselves, they will be heartily put in operation. One radical and desirable change has been made this year. I found everything ripe for it when I came. Instead of annual promotions with one class in each grade, there are now two classes—A and B—in each grade, and there are to be semi-annual promotions.

This change can not be fully accomplished in one semester, and possibly not in two. It will require time, hard work and

patience, the more so because of the limited time the schools were in session last year.

When this plan is fully in operation I would earnestly recommend that the school hours be limited to a maximum of five hours per day.

I firmly believe that more and better work can be done in five hours per day than in six. When grown people are required to sit quietly for an hour or two they become very tired and restless. Then how much worse is it for children, whose limbs are growing and in need of exercise, to be required to remain indoors between five and six hours per day for five days in the week and ten months in the year!

THE PLAN

For semi-annual promotions contemplates the following: Each teacher is to have one grade of two classes, which are to be a half year apart in their work. At the middle and end of the school year each teacher is to promote her A class to the next higher grade, where it becomes B class. Her B class is promoted and becomes the A class in the same grade. She receives an A class from the next lower grade, which becomes her B class.

TARDINESS.

Much can be done to lessen this evil by the enforcement of stringent rules. Yet tardiness seems to be a habit with some children and adults. I quote and concur in the following sentence, on this subject, from my predecessor: "If large bells were placed upon the principal buildings and rung at a suitable time both morning and afternoon, I believe they would do much good."

The schools of this city will not suffer in comparison with those of others except on this one point. Portland, Oregon, with an average daily attendance of 2,972 pupils, reports only 421 tardy marks per year. In this city the average daily attendance of 2,822 pupils shows 9,195 tardy marks per year. Why this difference? Does this balmy climate make people slow? And does the crisp, cold air of the north cause people to move more rapidly? Whatever the cause, we hope to lessen the number of cases of tardiness.

MUSIC.

It is generally admitted that music is desirable in the public

schools. This sentiment so prevails here that nothing but a lack of funds prevents its full introduction. A teacher was recently employed for the High School, where results are already satisfactory.

DRAWING.

Few cities in the Union can equal the drawing done in the schools of Los Angeles. I shall let that department speak for itself through its very efficient Principal, Mrs. C. P. Bradfield:

W. M. Friesner, Superintendent of Public Schools:

DEAR SIR:—In making my report of the drawing I thought it best to review the course, so that those interested would know how drawing is taught in the schools of our city. By State law the drawing taught is *industrial.* While using Bartholomew's system of drawing as a basis of our work, I have endeavored to keep pace with the best modern designers and decorators, and the lessons in designing are largely from the course of instruction in the best schools of design in this country, Germany, France and England.

Among all the branches of instruction which in different degrees, from the lowest to the highest grade, can contribute to the techinal education of either sex, drawing in all its forms and applications has been unanimously regarded as the one which it is most important to make common.—*Report of French Commission.*

"The study of drawing cannot be prosecuted without bringing into play the powers of observation, the exercise of the judgment, and the subjugation of the hand to the impulse of the brain."

It is now generally agreed that the systematic and compulsory teaching of drawing to children is a very beneficial part of their preparation for the practical work of life. If having leaned at school to describe things with a pencil, they afterwards enter those trades in which a knowledge of drawing is necessary, they are able to begin practical work at once; and if, on the other hand, the business they take up does not demand a knowledge of drawing, they have lost nothing by being taught it, because it is, apart from its special utility in various handicrafts, a good general training for the mind; you cannot draw even a very little without observing and thinking, for which no one is ever the worse. Many people seem to suppose that the chief object in teaching drawing to children is to make them artists. It would be just as reasonable to suppose that the chief object we have in teaching everybody to read and write is to make everybody a man of letters. One of the main points brought out by the Techinal Commission is, that the nations of the continent understood all this sooner and better than we did, and in many instances incorporated drawing as a compulsory subject in their elementary schools. Every one who reads the report of the Commission finds overwhelming evidence that the effects of this system are wonderfully beneficial, both in laying the foundation of the higher and special art training that a youth may event-

ually receive, and in perfecting all those handicrafts and industries into which drawing, and all that drawing embodies, enter more or less. And since the tendency of trade is more and more towards competition on lines of artistic and techinal excellence, and since we have already lost important industries by reason of our backwardness in these particulars, the Commission seeing what was done abroad, and what was wanted here, recommended that drawing should be made compulsory in all our schools.—*From Drawing in Elementary Schools in England, by H. V. Barnett.*

Believing that children should be taught properly from the start, and finding from many year's experience that the coarse and heavy lines which invariably are the result of using the slate and pencil in drawing, giving the child a harsh touch, which in some cases is never wholly eradicated even after months of use of the pencil and paper, we have discontinued their use, and place in the hands of the smallest children the blank drawing book and lead pencil.

The drawing is taught by the regular teacher of each class, under the supervision of the drawing teacher, who instructs in the High School, and also at regular times in the school month aids the regular teacher in every grade and school in the city. And I may state here that the greatest harmony in our work exists between the teachers and myself.

DIRECTIONS GIVEN TO EACH CLASS.

The pupil should sit facing the desk, both feet on the floor, shoulders back, head up, holding book or paper with left hand. Hold the pencil so that the point projects beyond the end of the forefinger an inch or an inch and a half, according to the size of the hand.

Pencils should be long, well pointed and used for drawing only. The edge of the book or paper should be parallel with that of the desk. In drawing curves turn the book. Do not measure or rule. Erase only at the order of the teacher.

Drawing is easily taught when the teacher studies and practices each lesson before entering the school room, and is up and about among the pupils, knowing what and how each one is doing.

Great attention is paid to dictation exercises, and blackboard work. In dictation exercises, either at blackboard or on paper, *never* allow the eraser to be used. Dictate rapidly, and do not repeat in case mistakes are made; the pupil will soon find that strict attention is necessary, and better work will be done at

the first trial than by repeated erasing and again commencing. At the blackboard the pupils should stand squarely upon both feet, and in a position so as to keep the work in its progress directly before them. In all drawing keep the eye upon the point to be reached, not on the pencil or chalk.

Examinations are given in memory drawing at regular intervals.

WORK OF THE DIFFERENT GRADES.

Eighth Grade.—The child is taught the names and meaning of lines, as strait, vertical, horizontal, oblique, parallel, finding in the surroundings of the school room practical applications of these terms. Also a point, middle, right, left, below, above, teaching distance and direction, dictation exercises and drawing on blackboard, drawing in Tracing Book No. 1, and Cards No. 1.

Seventh Grade.—Drawing in Tracing Book No. 2; circles and figures formed from curved lines; drawing squares and subdividing, forming new figures from strengthening parts of subdivisions; dictation exercises on blackboard; Cards No. 1.

Sixth Grade.—A design is given the children drawn in a single square divided into four or sixteen smaller squares, and so designed that by repeating it in four squares another design is formed, and space enough is left for the children to finish the design, each one according to his own idea. After thoroughly understanding and drawing this design, they are encouraged to form similar ones. Drawing in Tracing Books 3 and 4; Cards No. 2; dictation in book and on blackboard.

Fifth Grade.—Free-hand Book No. 5. Squares and subdivisions, circles, diagrams and areas for designing. Continuation of designing from sixth grade in squares. Designing from leaf—form in circles. Dictation of geometrical figures on blackboard.

Fourth Grade.—Free-hand Books Nos. 6 and 7. Drawing ornamental figures in squares, regular pentagon, oval, ellipse, cups, vases, borders, designing, repeating figures in curved and straight lines, designs for borders from natural leaf forms, dictation of geometrical figures.

Third Grade.—Much the same as fourth grade, only more difficult. Books Nos. 7 and 8.

Second Grade.—Interlacing figures, pitchers, cups, designed and ornamented; drawing and designing from nature. Books Nos. 9 and 10.

First Grade.—Study of the spiral; ornaments designed from spiral forms in nature, designs for covers of books, designing in geometrical figures, designs for wall paper, placques, and leather work; blackboard drawing. Books Nos. 10 and 11.

HIGH SCHOOL.

Sub-Junior.—Free-hand Book No. 12; Mechanical Drawing Book No. 14. Use of instruments taught; lessons in geometrical design, commencing with the triangle, the fundamental figure into which all others may be decomposed; designs are made for a frieze or border, using only triangles in its construction, being allowed to connect the triangles with straight or curved lines. When completed, if the pupils think an over-design from leaves or flowers can be added, they are permitted to do it. Designs for parquet floors, for wainscoting, ceilings, oil cloths.

Junior.—Mechanical drawing, continuation of designing from Sub-Junior; construction and study of arches; construction of mantels; designing a plan and elevation of a house; designing windows for stained glass; brackets, etc. Free-hand Book No. 13. Mechanical Drawing Book No. 15.

Middle.—Principles of perspective; sketching from objects; cone, cylinder, hexagonal prism, cube, vases, etc.; designing from natural objects for wood carving, panels, etc. Model and Object Drawing Book No. 16.

Senior.—Rules relating to light, shade and shadow; shading and tinting; linear perspective; problems in perspective; drawing plans and elevations, and finding the perspective; general designing. Book No. 17, Light, Shade and Shadow. Book No. 18, Linear Perspective.

CORDELIA P. BRADFIELD,
Principal of Drawing.

HIGH SCHOOL.

I also let the High School, which is in excellent condition, speak through its worthy Principal :

W. M. Friesner, Superintendent of City Schools:

DEAR SIR:—The work of the High School during the past year has on the whole been thoroughly successful. The membership for the whole school is equal to that of a year ago, although a smaller entering class was this year received from the Grammar schools. The present Senior class is small, and will graduate fewer than any class for several years; but in explanation it must be remembered that it does not represent a distinct entering class from the Grammar schools, having been formed in 1883, when the High School course was changed from three to four years.

The present course of study has proved thoroughly satisfactory. Two distinct demands may reasonably be made upon a High School course in a city like ours. Firstly, it should furnish to those for whom the High School is the end of student life, such studies as shall be most valuable to them. Since these years are all that they can spend in systematic study, the time should be devoted to the most remunerative work. Secondly, those more fortunate in leisure and support, who pass from the High School to further study in more advanced institutions, have a right to look to the High School for systematic preparation. It is confidently hoped that our present course of study satisfies these two demands.

Provision has been made for three lines of work. The English course covers the ground of preparation for any one of the Scientific Colleges of the State University; the Latin course and the Classical course fit for the corresponding departments of the College of Letters. At the same time the school has not been narrowed to the line of preparatory work only. On the contrary, the curriculum comprises a broad and comprehensive list of studies carefully arranged with respect to the requirements of the pupils and the necessities of the school. As a whole, the course of study is one of the most complete and liberal to be found in the State.

Under the head of "Critical Reading and Composition," systematic work is done throughout the course in the study of master-pieces and in the practice of writing. This has been made a feature of the course within the last two years. It is hoped that it will develop a taste for the best literature, habits

of reading not with the eye only, but with the mind, and facility of expression in all original work.

In the sciences the work is made as practical as limited means will permit. More can be done when the school shall be fortunate enough to own more technical furniture and a home to keep it in.

The school has now a creditable representation in the State University, and with adequate preparation it is hoped that still greater numbers will find themselves able to enter upon college work.

The commencement exercises of the eleventh graduating class were held in the Grand Opera House on June 11, 1885. They were as follows:

PROGRAM.

"Per Aspera ad Astra."

CLASS OF '85.

TWO O'CLOCK P. M.

Overture ..... *Kreutzer.*

Heine Quartette.

Introductory Address by the President of the Board of Education ..... Frank A. Gibson
Salutatory ..... Leslie R. Hewitt
Rebecca and Rowena ..... Ina M. Baxter
The Wire Age ..... Charles Lantz
Uncut Marble ..... Lillie A. Newell
Violin Solo ..... *David.*

Miss Lizzie Heine.

A Typical Schemer ..... Ella Stoltenberg
Men Wanted ..... Clinton A. Bradley
Looking at Nature ..... Lulu L. Frick
Not Failure, But Low Aim, Is Crime ..... Jesse D. Burks
Selection—"Graziella," ..... *Lecocq.*

Heine Quartette.

Memorials ..... Hattie N. Beckett
Popular Amusement ..... Thomas E. Rowan
Scenery on the Rhine ..... Caroline A. Müller
Violoncello Solo ..... *Popper.*

Mr. Louis Heine.

Westminster Abbey ..... Alice C. Miller
Still Water Beyond the Breakers ..... Minnie A. Hamilton
American Eloquence ..... T. Berry Boal
Selection—Trovatore ..... *Verdi.*

Heine Quartette.

EIGHT O'CLOCK P. M.

Overture—Semiramis..... *Rossini.*
Heine Quartette.

What Next?.....Edward R. Bradley
Our State.....Nannie L. Tibbetts
The Future of Democracy.....Arthur C. Harper
Californian Aborigines.....Marian Otis
Violoncello Solo.....*Casella.*
Mr. Louis Heine.

Industrial Schools.....Ellen Reavis
Class History.....Edward Railton
Quiet Influences.....Ada M. Baxter
Selection—"Fra Diavolo,".....*Auber.*
Heine Quartette.

Our City.....Camilla Hellman
Class Essay—"Per Aspera ad Astra,".....*Mary Ogden
Poem—The Music of the Spheres.....Anna L. Hazeltine
All Thought Leads to the Sphinx.....Leslie R. Hewitt
Violin Solo.....*Hauser.*
Miss Lizzie Heine.

Class Prophecy.....May McLellan
Valedictory—Loyalty.....Minnie S. Moody

Presentation of the Class to the Board by the Superintendent.
Delivering Diplomas by the President.

CLASS SONG.

Selection—Dr. Piccolo.....*Lecocq.*
Heine Quartette.

*Third in rank.

This class augments the number of graduates to 168; a body of young men and women whose activity and usefulness will always maintain the credit of the school.

Respectfully,

FRED. H. CLARK,
Principal of High School.

STATISTICS.

I append the customary statistics, which are self-explanatory:

Schools and Teachers, 1885–1886.

W. M. Friesner, A. M., Superintendent. Salary $2,000 per year.

District No. 1. Highland View School.	Classes and Grades.	Years of Experience.	Years in L. A. City Schools.	Grade of Certificate	Mo'thly Salary.
Arthur E. Baker.	4th to 8th	2	0	1st	$ 80
District No. 2. Hellman Street School.					
Miss Addie Murray, Prin. .	B1 A2 B2	22	2	L. D.	100
Mrs. C. L. Remington . . .	A3 B3	6	1	L. D.	80
Miss M. Fannie Boal. . . .	A6 B6 B7	3	3	2nd	75
Miss Mary A. Henderson. .	A8 B8	3	0	1st	80
District No. 3. Griffin Avenue School.					
Miss M. C. Hale, Principal. .	A4 B4	15	1	2nd	100
Miss Janet Henderson . . .	A5 B5	11	1	1st	80
Miss Louise Hutchinson . .	A6 B6 A7	10	1	1st	75
Mrs. E. S. Onstott	B7 B8	12	12	2nd	80
District No. 4. Brooklyn Heights School.					
Misss Jeanne Ross.	5th to 8th	18	3	L. D.	80
District No. 5. Boyle Heights School.					
Miss Lucy E. Ruddy. . . .	B1 B2	2	0	1st	80
Miss Jessie E. Frater, Prin. .	B3 B4 B5	10	0	1st	80
Miss Abbie M. Frater. . . .	B6 B7 A8 B8	5	0	Ed. D.	80
District No. 6. Depot School.					
Mrs. Margaret J. Frick, Prin.	B2 B3	10	0	1st	100
Miss Anna A. King.	B4 A5 B5	5	0	1st	80
Miss Clara Stoltenberg. . .	A6 B6	1	1	2nd	70
Mrs Mary L. Chapman.. . . (Double Session.)	B7 A8 B8	9	2	Ed. D.	100
District No. 7. Amelia Street School.					
Miss Libbie Snyder, Prin. . (Double Session.)	B5 A6 B6	15	0	2nd	100
Miss M. E. McGraw . . . . (Double Session.)	A8 B8	6	0	1st	100
District No. 8. Garey Street School.					
Miss Maggie K. Scott, Prin.	B3	14	2	1st	100
Mrs. J. T. Falconer.	A4 B4	8	4	1st	80
Miss Minnie S. Baxter . . .	A5 B5	2	2	2nd	75
Miss Emma B. Wait . . . . (Double Session.)	A7 B7 A8 B8	12	4	1st	100
District No. 9. Seventh Street School.					
W. S. Reavis, Principal. . .	2nd to 5th	19	8	L. D.	90
Miss Lucy D. McConnell. .	6th to 8th	2	1	2nd	65

SCHOOLS AND TEACHERS, 1885–1886.—*Continued.*

DISTRICT NO. 10. Castelar Street School.	Classes and Grades.	Years of Experience.	Years in L. A. City Schools.	Grade of Certificate	Mo'thly Salary.
Mrs. C. G. Dubois, Principal	B3 A4 B4	24	13	L. D.	$100
Mrs. F. A. Patten	A5 B5	7	3	Ed. D.	80
Mrs. H. M. Hewes	A6 B6	15	2	L. D.	75
Miss L. A. Jennings . . . . (Double Session,)	A7 B7 A8 B8	4	3	2nd.	100
DISTRICT NO. 11. Temple Street School.					
H. D. Burnett, Principal . .	A4 B5 B6	10	2	L. D.	85
Miss Minnie E. Sabin. . . .	B7 B8	6	0	Ed. D.	80
DISTRICT NO. 12. Central School.					
W. F. Bray, Principal. . . .	B1	18	1	L. D.	110
Miss Regina Weinshank . .	A2 B2	6	4	1st.	80
Miss Adelle Nichols	A3 B3	5	2	1st.	80
Mrs. Ella H. Enderlein. . .	A4 B4	15	7	2nd.	80
Miss Kate B. Beckwith. . .	A5 B5	3	1	1st.	80
Miss Fannie Wright	A6 B6	3	0	1st.	75
Miss L. F. Keller, Asst. Prin.	A7 B7	9	2	1st.	85
Miss Grace Murdoch. . . . (Double Session.)	A8 B8	6	1	Ed. D.	1 00
DISTRICT NO. 13. Pearl Street School.					
Miss Mattie V. Paul	4th to 8th	5	0	2nd.	80
DISTRICT NO. 14. Normal Primary School.					
Miss Cecilia Auld	B3	9	1	1st.	80
Miss Martha M. Knapp, Prin.	B4 A5 B5	5	3	1st.	90
Miss Maggie Desmond. . .	A6 B6 b7	7	6	1st.	85
Miss Maria E. Murdoch. . .	A7 A8 B8	10	2	L. D.	85
DISTRICT NO. 15. Spring Street School.					
H. N. Seaver, Principal. . .	B1	16	1	1st.	120
Miss E. J. Gibson	A2 B2	16	4	L. D.	80
Miss Nettie Getchell	A3 B3	5	4	1st.	80
Miss Nellie Ray	A4 B4	10	1	1st.	80
Mrs. L. D. Smith, Asst. Prin.	A5 B5	13	8	2nd.	90
Miss Birdie V. Cannon . . .	B5 B6	3	3	2nd.	75
Miss Mattie H. Wilson . . .	A6 B6	3	0	1st.	75
Miss Kate Brousseau. . . .	A7 B7	3	1	1st.	75
Mrs. N. F. W. Pond . . . . (Double Session.)	B7 A8 B8	18	4	L. D.	110
DISTRICT NO. 16. Eighth Street School.					
A. S. McPherron, Principal.	B1	21	0	1st.	110
Miss M. Helen Wooster . .	A2 B2	12	1	L. D.	80
Miss Carrie McTigue. . . .	A3 B3	4	3	1st.	80
Miss Sara C. Reese.	A4 B4	5	5	1st.	80
Miss Anna Harris	A5 B5	2	2	1st.	75

SCHOOLS AND TEACHERS, 1885-1886.—*Continued.*

DISTRICT NO. 16. 8th St. School—Continued.	Classes and Grades.	Years of Experience.	Years in L. A. City Schools.	Grade of Certificate	Monthly Salary.
Miss May Holmes	A6 B6	8	1	2nd.	75
Miss Jessie Gibson, Ast. Prin	A7 B7	5	5	2nd.	85
Mrs. Mary E. Garbutt . . .	A8 B8	14	0	1st.	80
DISTRICT NO. 17. Montgomery Street School.					
Miss Hallie Bradshaw, Prin.	A4 B4 A5 B5	13	1	L. D.	80
Miss Eva N. Holt	B6 B7 B8	9	3	2nd.	75
DISTRICT NO. 18. Morris Vineyard School.					
Mrs. M. H. Swift.	B2 A3 B3	20	1	H. S.	100
Miss Adeline Verhave . . .	A4 B4 A5 B5	1	1	2nd.	75
Miss Lucy W. Ricketts. . .	A6 B6 A7 B7	9	2	2nd.	75
Miss Nellie Henry	A8 B8	4	1	1st.	80
DISTRICT NO. 19. San Pedro Street School.					
Miss Clara Bruere	4th to 8th	9	0	1st.	80
HIGH SCHOOL. In Spring Street Building.					
Fred. H. Clark, Principal. .	Senior	3	2	H. S.	120
Mrs. A. S. Averill	Middle	21	5	L. D.	110
Miss Lizzie A. Packard. . .	Junior	10	10	L. D.	110
Miss Florence A. Dunham .	Sub-Junior	13	2	H. S.	100
ALL SCHOOLS.					
Mrs. C. Bradfield, Teacher of Drawing.	All	20	4	Special.	120
R. L. Kent, Teacher of Music.	H. School.			Special.	
Miss Agnes M. McLean. . .	Substitute	5	3	2nd.	75

Table No. 1.—Census Marshal's Reports, Etc., Etc.

	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885
Number of White Children between 5 and 17 years of age	2614	2715	2775	2972	3175	3579	4085	4275	5070	5544
Number of Negro Children between 5 and 17 years of age	35	30	24	9	21	9	9	29	21	33
Number of Indian Children between 5 and 17 years of age	. .	. .	. .	. .	. .	16	2	. .	. .	2
Number of Chinese Children between 5 and 17 years of age	. .	. .	11	20	6	16	68	26	37	5
Total number of Census Children	2649	2745	2810	3001	3202	3620	4164	4330	5128	5584
Number of Children under 5 years of age	898	1025	1100	1220	1028	1228	1184	1446	2369	2576
Number of Children between 5 and 17 years of age who have attended public schools during the year	1262	1405	1447	1404	1522	2098	1819	2495	2976	3417
Number of Children between 5 and 17 years of age who have attended private schools only during the year.	474	313	338	366	385	518	651	502	611	762
Number of Children between 5 and 17 years of age who have not attended school during the year	912	984	1014	1211	1289	988	1616	1307	1504	1405
Number of Pupils enrolled in the Public Schools	1641	1766	1730	1776	1754	1924	2234	2975	3479	4111
Number of Teachers employed	19	21	25	27	28	29	33	43	49	66
Average number of Pupils per Teacher	86	84	69	66	63	63	68	69	71	63
Cost per capita on total enrollment	$17 63	$ . .	$15 05	$16 28	$15 79	$14 39	$18 41	$16 06	$15 32	$16 66
Cost per capita on average enrollment	$35 50	$ . .	$24 27	$24 79	$24 19	$22 09	$29 29	$25 37	$22 75	$23 08
Cost per capita on average daily attendance	$35 70	$ . .	$26 39	$26 91	$26 14	$23 85	$30 91	$26 83	$24 38	$24 27

NOTE.—The great discrepancy between the number enrolled in the schools, and the number reported by the Census Marshal as having attended public school during the year (Table No. 1,) is accounted for by the fact that the school census is taken in May, when many people have betaken themselves to the mountains or the seashore.

Table No. 2.

Statistics of Each School for Year 1884–1885.

Buildings.	Total Enrollment	Average Enrollment.	Average Attendance.	Per Cent of Attendance.	Tardy Marks.
No. 1. Highland View School	58	39	37	95	278
No. 2. Hellman Street School	348	215	201	94	555
No 3. Griffin Avenue School	158	103	97	94	437
No. 4 Brooklyn Heights School.	90	50	49	98	69
No. 5. Boyle Heights School.	131	85	82	93	239
No. 6. Depot School	337	192	181	94	970
No 7. Amelia Street School.					
No. 8. Garey Street School	479	306	288	94	396
No. 9. Seventh Street School	73	48	45	94	239
No 10. Castelar School.	415	217	207	96	539
No 11 Temple Street School.	76	47	43	91	325
No. 12. Central School.	535	369	353	96	892
No. 13. Pearl Street School.	56	39	37	94	105
No. 14. Normal Primary School.	162	119	115	96	308
No. 15. Spring Street School	790	556	532	96	1466
No. 16. Eighth Street School	456	290	279	96	730
No 17. Georgia Street School	132	75	70	94	365
No. 18. Morris Vineyard School.	63	37	35	95	106
No. 19. San Pedro Street School	75	44	41	93	173
No. 20. High School	175	136	130	96	903
	4609				
Less Transfers.	498				
Total	4111	2967	2822	95	9195

Table No. 3.

Summary of Teachers and Salaries.

	1883–84.	1884–85.	1885–86
Number of Male Teachers employed.	6	6	
Number of Female Teachers employed	43	60	66
Average Monthly Salary of Male Teachers.	$98 33	$108 33	$102 14
Average Monthly Salary of Female Teachers	81 63	82 66	84 70
Average Monthly Salary of all Teachers	83 67	85 00	86 39

Table No. 4.—Name, Location and Capacity of Buildings, and Estimated Value of Property.

Number of District.	Name of School.	Location.	Size of Lot.	No of Rooms	Number of Desks.	Value of Lot.	Value of Buildings.	Value of Furniture, Apparatus and Library	Total Value.	Date of Erection of Building.
1	Highland View.	Cor. Cypress and Arroyo Seco Avenues	150x200	1	49	$ 400	$ 1,650	250	2,300	1884
2	Hellman St.	Hellman St. near Downey Avenue. . . .	⅔ acre	3	145	2,000	3,000	800	5,800	1878
3	Griffin Avenue	Griffin Ave. bet Mozart and Darwin . .	110x330	4	202	1,500	3,000	1,600	6,100	1882
4	Brooklyn H'ts	Macy, Bridge and Brooklyn Streets . . .	1¼ acre	1	54	750	750	150	1,650	1875
5	Boyle Heights	Cor. New York and Boston Avenues. . .	148x180	2	110	800	3,300	500	4,600	1883
6	Depot	Railroad Street, near Chavez	150x200	4	193	2,000	6,500	1,000	9,500	1884
7	Amelia Street.	Amelia St , bet. Weill and Lazard Sts .	139½x150	2	97	2,800	3,200	500	6,500	1885
8	Garey Street	Garey Street, near First.	120x240	4	224	2,000	5,000	1,000	8,000	1876
9	Seventh Street	Corner Seventh and Lemon Streets . . .	150x170	2	48	1,000	3,300	400	4,700	1884
10	Castelar.	Corner Castelar and College Streets. . .	120x245	4	198	5,000	6,000	1,000	12,000	1882
11	Temple Street	Temple St , bet. Cincinnati and Water .	103x205	2	93	900	3,250	500	4,650	1884
12	*Central	Sand Street.	153½x219	8	393	2,100	15,000	3,500	20,600	1872
13	Pearl Street.	Pearl St , bet Fourth and Fifth Sts. . . .	120x165	1	45	2,000	750	200	2,950	1882
15	Spring Street.	Spring and Fort, near Fifth	120x330	12	442	20,000	39,000	3,000	62,000	1884
16	Eighth Street.	Corner Eighth and Charity Streets. . . .	240x165	8	399	5,000	12,000	2,500	19,500	1877
17	Montgomery St	Cor Montgomery and Georgia Bell Sts .	1¼ acre	2	91	1,500	1,500	300	3,300	1875
18	Morris Viney'd	Pine St , between Hill and Charity . . .	100x240	4	192	2,000	6,400	1,000	9,400	1885
19	San Pedro St.	San Pedro Street, near Washington . . .	1 acre	1	56	500	500	150	1,150	. .
	High School.	In Spring Street Building			141	. .	.	. .	.	. .
	RENTED ROOMS									
2	Hellman St.	Daley Street	. . . . .	1	44	. .	.	150	150	.
5	Boyle Heights.	Aliso Avenue.	. . . . .	1	25	. .	. .	150	150	. .
14	Normal Prima'y	Normal School Building, Fifth and Charity	. . . . .	4	184	. .	. .	1,000	1,000	. .
				71	3425	$52,250	$114,100	$19,650	$186,000	

*The lot formerly belonging to Central School has been sold to the County and another site purchased on Sand Street, but the building has not yet been moved

Table No. 2.

STATISTICS OF EACH SCHOOL FOR YEAR 1884–1885.

	BUILDINGS.	Total Enrollment.	Average Enrollment.	Average Attendance.	Per Cent. of Attendance.	Tardy Marks.
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No. 4.	Brooklyn Heights School	90	50	49	98	69
No. 5.	Boyle Heights School	131	85	82	93	239
No. 6.	Depot School	337	192	181	94	970
No. 7.	Amelia Street School	. .	. .	. .	. .	. .
No. 8.	Garey Street School	479	306	288	94	396
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No. 10.	Castelar School	415	217	207	96	539
No. 11.	Temple Street School	76	47	43	91	325
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4	Brooklyn H'ts.	Macy, Bridge and Brooklyn Streets . . .	1¼ acre	1	54	750	750	150	1,650	1875
5	Boyle Heights.	Cor. New York and Boston Avenues. . .	148x180	2	110	800	3,300	500	4,600	1883
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18	Morris Viney'd.	Pine St., between Hill and Charity. . . .	100x240	4	192	2,000	6,400	1,000	9,400	1885
19	San Pedro St.	San Pedro Street, near Washington . . .	1 acre	1	56	500	500	150	1,150	. .
	High School.	In Spring Street Building	. . . . .	..	141	. .	. .	. .	. .	. .
	RENTED ROOMS.									
2	Hellman St.	Daley Street	. . . . .	1	44	. .	. .	150	150	. .
5	Boyle Heights.	Aliso Avenue.	. . . . .	1	25	. .	. .	150	150	. .
14	Normal Prima'y	Normal School Building, Fifth and Charity	. . . . .	4	184	. .	. .	1,000	1,000	. .
				71	3425	$52,250	$114,100	$19,650	$186,000	

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Los Angeles Public Schools.

Condensed Course of Study for Primary and Grammar Grades.

Text Books.	Primary Grades.								Grammar Grades.							
	8th Grade.		7th Grade.		6th Grade.		5th Grade.		4th Grade.		3rd Grade.		2nd Grade.		1st Grade.	
	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
First Reader McGuffey's Revised		30	64	94												
Second Reader. McGuffey's Revised					84	160										
Third Reader. McGuffey's Revised.							111	208								
Fourth Reader. McGuffey's Revised									83	139	197	256				
Fifth Reader. McGuffey's Revised													117	195	273	352
Arithmetic. Robinson's First Book							88-128	168								
Arithmetic. Robinson's Complete.									97	143	205	265	326	383	439	494
Lessons in English. Whitney and Knox.							29	67	120	184						
Graded Language Lessons Reed & Kellogg											50	95	165			
Higher Language Lessons. Reed & Kellogg														100	193	280
Geography. Harper's Introductory.								34-75	110							
Geography. Harper's School.										21-88	86	119	E&21			
History of United States. Anderson.														125	233	320
Word Lessons. Reed.							24	37	53	69	91	113	134	153	171	188
Physiology. Hutchinson															154	289
Copy-Books. P. D. & S							1	2	2	3	3	4	5	5	6	6
Blank Spellers							1									
Tracing and Drawing Books.	1	1	2	2	3	4	5	5	6	7	7	8	9	10	10	11
Cards in Drawing.	1	1	1	1	2	2										
Special Exercise Book.	National Bl'k Draw'g Book.						A	A	A	A	B	B	C	C	Am. Bl. D. B.	

CONCLUSION.

Nowithstanding the short time I have been in charge of these schools, I can truthfully say that the Board and patrons have given me such friendly consideration as to encourage me in the further discharge of my duty.

Very respectfully,

W. M. FRIESNER,
Supt. City Schools.

December 31, 1885.

COURSE OF STUDY.

PRIMARY DEPARTMENT.

EIGHTH GRADE—B CLASS.

First Year in School.

READING.—Oral lessons from chart and blackboard. Word and Phonic methods combined. Begin with simplest words, names of familiar objects. Use the "word frames," having pupils build all new words in the lesson each day, with as many in review as possible. Endeavor from the first to impress children that the words MEAN something.

ARITHMETIC.—All combinations of numbers to 6; use numeral frames and objects—beans, blocks, splints, shoe-pegs, etc., in developing the relation between numbers and the figures that represent them. Teach meaning and use of signs. Count by 2's to 10, beginning with 0, 1 and 2. Train to recognize the sum of any two digits at sight, according to manual furnished. Count, read and write numbers to 50. Simple exercises daily on slates and blackboards; Roman numerals as far as reading lessons go. Beebe's First Steps Among Figures for reference.

GEOGRAPHY.—Enlarge on all local work whenever your time and the understanding of the pupils will permit. Develop the ideas of location and direction by means of the cardinal points of the compass.

EIGHTH GRADE—A CLASS.

READING.—McGuffey's Revised First Reader to page 30. Drill in elementary sounds at each lesson. Pronounce words at head of lesson and in lesson several times before allowing pupils to study or read. Read yourself and have pupils follow, paying special attention to tones, inflection and expression. Have pupils make very short and simple sentences containing the words in their lessons. See that they read the script as well as the print. Cancel silent letters on slates and blackboard. Teach the force of the macron and breve. Review frequently and have each lesson well read before passing it. Have one or more read the entire lesson at each recitation, sometimes coming forward and facing the class.

ARITHMETIC.—All combinations of numbers to 10. Count by 2's and 3's to 25, begining with 0, 1, 2 and 3. Count, read and write numbers to 100. Continue all other work of the B class.

GEOGRAPHY.—Locate school house and pupils' residences—the name of the street and number of the house to be given. Have the general direction between the two given, by the semi-cardinal points if necessary, and the distances reckoned by blocks. Teach name of the city and draw map of the school room.

A AND B CLASSES.

SPELLING.—Spell all words in lessons, both by sound and by letter, giving special attention to articulation and pronunciation. Have children begin to write the words on slates or ruled paper as soon as they are able to do so.

WRITING.—Begin as soon as possible; have pupils copy words from chart or blackboard. Make lines on slates one-eighth inch apart for all writing. Write on paper ruled the same, using lead pencils. Begin with very short, simple words, such as the children can unite in sentences. Carefully write each pupil's name and paste in front of his book for constant reference.

LANGUAGE.—Talk with the pupils about familiar objects in the school room. Read and tell simple stories and have them reproduced by the children. Require them to answer questions and speak in complete sentences. Encourage them to give the substance of reading lessons in their own language, and tell what they see in the pictures. Correct all faulty expressions. Teach pupils to recognize capital letters, the period and question mark. Have them construct short sentences containing words from charts and readers.

DRAWING.—Bartholomew's Tracing Book No. 1, and Cards No. 1. Dictation exercises. Drawing on blackboards.

ORAL INSTRUCTION.—Object lessons with a view chiefly to the cultivation of perception and expression. Talk about simple and familiar objects of dress, food and furniture, developing facts as to name, production and use. Encourage children to tell what they have learned about such things, leading them to habits of observation and attention. Distinguish the primary

colors, and the kinds of lines as to shape. Reference books: Calkins' Primary Object Lessons and Mrs. Mayo's Object Lessons.

MORALS AND MANNERS.—Enforce habits of cleanliness, neatness, and obedience to parents. Tell simple stories to illustrate honesty, truthfulness and kindness. Tell what is, and what is not, proper behavior on play ground, the street and at home. Teach a few short maxims, have pupils repeat them in concert, and as soon as they are able, print and write them. Cowdery's Moral Lessons, and Gow's Morals and Manners, for reference. In this, and in all higher grades, it should be constantly borne in mind that true education is character-building.

PHYSICAL EXERCISE.—Three times daily, or whenever the children are weary or inattentive. Open windows during the exercise; close them immediately afterwards. For illustrations, see Mason's Physical Exercises. Endeavor to infuse animation, to make the children enjoy it. Secure good time in movements. Do not permit noisiness.

MUSIC.—Practice the scale. Teach half a dozen easy and suitable songs. Motion songs recommended. Try to secure correct time and good tone from the first. Fifteen minutes daily. Mason's First Music Reader, for reference.

SEVENTH GRADE—B CLASS.

Second Year in School.

READING.—First Reader from page 30 to 64. Supplemental reading as directed. Same general methods as in Eighth Grade. Read every paragraph yourself with careful emphasis, inflection and tone, and insist upon a correct imitation. Have pupils tell substance of each lesson in their own language. Talk and tell stories about it, and use every effort to make them see that the reading has a meaning, and to be able to express the meaning in a clear and natural way.

Pay attention to proper positions; pupils to stand erect on both feet, with book held well up in the left hand. Practice sight-reading occasionally—something very easy. Teach the remaining diacritical marks, the sounds of the vowels, the two sounds of oo, and the sound of i, e and u before r.

ARITHMETIC.—Teach addition from Manual. Count by 10's to

100, forward and backward, beginning at 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9. Give simple questions in mental arithmetic frequently. Number cards may be used. Add columns not exceeding 25, the sum not exceeding 500. Multiply and divide by 2 and 3, multiplicand and dividend not to exceed 500. Roman notation as far as reading lessons extend.

GEOGRAPHY.—Talk about lines and modes of travel in and about the city. Develop the idea of distance by means of the inch, foot, yard, rod, block and mile. Don't forget direction.

SEVENTH GRADE—A CLASS.

READING.—First Reader from page 64 to 94. Other work and instructions same as B Class.

ARITHMETIC—Teach addition from Manuel. Count by 2's and 3's to 100, forward and backward, beginning with 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9. Develop idea of one half and one-fourth by use of objects. Simple questions in Mental Arithmetic—very frequently. Number cards may be used. Add, columns not exceeding 50, the sum not exceeding 1,000. Multiply and divide by 2, 3, 4 and 5, multiplicand and dividend not to exceed 1,000. Roman notation as far as reading lessons are numbered.

GEOGRAPHY.—Teach name of County and State and tell the children what they are. Talk to them simply about the people, animals, common plants and trees, climate, etc., of California. Draw a map of the school yard.

A AND B CLASSES.

SPELLING.—Have the words at the head of each reading lesson written on slates or ruled paper, as well as spelled orally. Examine the work of each pupil, and require careless work to be re-written. Spell common words used in conversation and recitation as they occur. Dictate sentences from reading lessons, or original ones containing same words, to be written; very slowly at first, and increase speed and quantity as fast as progress justifies.

WRITING.—Teach the elements of letters according to P. D. and S. Tracing Book No. 1 may be used. Copy all script lessons in the reader; use long pencils and hold them like a pen. Write only on slates and paper ruled to guage the uniform and correct relative height of letters.

LANGUAGE.—Continue as in Eighth Grade; require much writing, on slate and blackboard, of short sentences containing words at the head of reading lessons; write short stories about familiar objects and what they see in pictures. Fill elliptical expressions. Call attention to words mispronounced and incorrect expressions of any kind used by the children at any time; correct them impressively, without trying to give reasons. Teach use of capitals, period and question mark, and to recognize other marks of punctuation used in the reader.

DRAWING.—Bartholomew's Tracing Book No. 2, Cards No. 1. Dictation exercises. Drawing on blackboard.

ORAL INSTRUCTION.—Object lessons on the metals and other familiar substances, as wool, cotton, silk, glass, chalk, sponge, wood, etc., developing facts as to production and use. Develope idea of direction, height, length and width. Common animals, their voices, where they live what they eat, and what they do. Distinguish primary and secondary colors, and apply them to objects. Distingush lines as to position. Same reference books as in Eighth Grade.

MORALS AND MANNERS.—Same as in Eighth Grade. Insist upon neatness in work as well as in person. Require politeness to teachers and schoolmates. Teach simple rules of health. A few more maxims. Make use of little incidents that occur in the school room and on the play ground involving the question of right and wrong, to impress the moral virtues. Calkins' Object Lessons, Cowdery's Moral Lessons, Gow's Morals and Manners.

PHYSICAL EXERCISE.—Same as in Eighth Grade.

MUSIC.—Fifteen minutes daily. Teach five or six new songs. Continue practice of scale. Require pupils to sit or stand erect. Suppress boisterous singing.

SIXTH GRADE—B CLASS.

Third Year in School.

READING.—McGuffey's Revised Second Reader, to page 84. Supplemental reading as directed. Words at head of lesson to be repeatedly pronounced, and their meaning clearly explained before such lesson is read or studied. Give special drill on

words hard to pronounce, or commonly mis-pronounced, and do not stop the pupil in the middle of a paragraph. Continue drill in elementary sounds. Aim to infuse animation by your example; this will go far to secure good expression, both of voice and face, and to break up the bad habits of hesitating and repeating. Give short lessons. Do not require definitions committed to memory, but explain in the simplest manner the meaning of new words, and require pupils to make sentences containing such words, thus making a valuable language lesson of the reading. Frequent exercises in sight-reading, requiring pupils to come forward and face the class, will do much to incite them to effort and inspire them with confidence.

ARITHMETIC.—Much practice in addition, columns to 100 and sums to 5,000. Multiply and divide by all of the digits to 7, multiplicand and dividend not exceeding 5,000. Multiplication tables to 6's. Develop idea of fractions with 1 for numerator. Roman numerals to L. Use Beebe's "First Steps" freely. Give much mental work; practical examples coming within the range of pupil's knowledge of mechanical work as they progress.

GEOGRAPHY.—Draw map of the city of Los Angeles according to the copy furnished, giving attention to location, direction and distance.

SIXTH GRADE—A CLASS.

READING.—Second Reader from page 84 to 160. Other work and instructions same as B Class.

ARITHMETIC.—Much practice in addition, columns to 100 and sums to 10,000. Teach subtraction. Multiply and divide by all of the digits, multiplicand and dividend not exceeding 10,000. Multiplication tables to 10's. Develop idea of fractions with numerator greater than 1. Roman numerals to C. Use Beebe's "First Steps" freely. Give much mental work; practical examples coming within the range of pupil's knowledge of mechanical work as they progress.

GEOGRAPHY.—Draw map of California. Learn boundaries, name and locate five large cities, two rivers, two mountain ranges, Los Angeles county, etc. Make imaginary journeys to different parts of the State by rail and the ocean.

A AND B CLASSES.

SPELLING.—Same as in latter part of Eighth Grade work, but much more of the writing from dictation may be required, both from readers and original sentences containing words used in oral lessons and common talk. Spell by sound. No spelling book used in this grade.

WRITING.—Copy script lessons from reader; write from dictation sentences containing familiar words. Pay special attention to correct position of body and manner of holding pen. Tracing book No. 2 may be used.

LANGUAGE.—Copy reading lessons with special attention to capitals and punctuation. Write short descriptions of objects and of incidents or events in which pupils are interested. Write and give orally substance of oral lessons in Geography and Natural History. Require reproduction of stories told or read at previous times. Proper use of capitals, periods and interrogation point. Distinguish nouns, verbs, adjectives and adverbs. No definitions. Continue careful correction of common errors in speech, and the writing of sentences containing certain words.

DRAWING.—Bartholomew's Drawing Books, Nos. 3 and 4. Cards No. 2. Dictation exercises. Drawing on blackboard.

ORAL INSTRUCTION.—Object lessons with a view to developing and naming qualities of objects, as: Rough, smooth, hard, soft, tough, brittle, transparent, opaque, sticky, slippery, flexible, elastic, combustible, fusible, soluble, porous, malleable, ductile. Plants—with Hooker's Child's Book of Nature, Part I, for reference. Review primary and secondary colors, and teach other common colors, brown, gray, purple, pink, etc. Reference, Calkins' Primary Object Lessons.

MORALS AND MANNERS.—Teach as in lower grades.

PHYSICAL EXERCISE.—Two or three times daily. Care should be taken to secure good air in the room during the exercises, and to shut off draughts when through. Give breathing exercises. Aim at variety and strive against listlessness. Try to make these exercises such that pupils will ask for them

MUSIC.—Teach whole, half and quarter notes with corresponding rests. Read notes by letters and syllables. Ask questions on what has been taught. Mason's First Music Reader, fifteen minutes daily.

FIFTH GRADE—B CLASS.

Fourth Year in School.

READING.—McGuffey's Third Reader to page 111. Pupils in this grade should be well acquainted with the diacritical marks, and be able to spell all words by their elementary sounds. Their attention should be called to the force of the most common prefixes and suffixes, and they may be taught and called upon to give synonyms for words in the lessons. Occasional concert reading of paragraphs that have been thoroughly taught may be practiced. Often call upon pupils to read some instructive story to the class, make them feel it an honor, and use all your ingenuity in awakening an interest. Their progress will be graded by the degree of attention in recitations. Have pupils repeat after you, in concert, short sentences suitable for cultivating inflection and modulation and general voice training.

ARITHMETIC.—Robinson's First Book, from page 86 to 128. Subjects: Addition, subtraction, multiplication and division. Find G. C. D. and L. C. M. by inspection and teach factoring of numbers to 100. Give much mental work, using Thompson's Intellectual Arithmetic for reference. Send pupils to blackboard frequently. Require analysis of some examples daily, but do not occupy too much time in formal repetitions.

LANGUAGE.—Whitney & Knox's Elementary Lessons in English to Chapter IV, according to directions in Teachers' Edition. One exercise a week in letter writing. Reproduce stories of American History read by teacher, and substance of oral lessons on any subject.

GEOGRAPHY.—Review Geography of the City, County and State, with a short and simple outline of the government of each, including population in round numbers, history, commerce, size, etc.

FIFTH GRADE—A CLASS.

READING.—Third Reader from page 111 to 208. Other work and instruction same as B Class.

ARITHMETIC.—From page 128 to 168. Subjects: Fractions. The first part each of Long, Square, Liquid and Dry Measure, Avoirdupois Weight, Time Measure and Miscellaneous Table.

LANGUAGE.—Whitney & Knox's Elementary Lessons in English to Chapter VIII, according to directions in Teachers' Edition. One exercise a week in letter-writing. Reproduce stories of American History read by teacher, and substance of oral lessons on any subject.

GEOGRAPHY.—Show with the globe the shape and size of the earth and its relation to the sun, moon, and stars. Call attention to the maps of the Hemispheres and North America in Harper's Introductory Geography, and begin at page 34 and study the United States by the outlines furnished.

A AND B CLASSES.

SPELLING.—Words in reader; also in Geography and Language Book. Reed's Word Lessons, B Class to page 24, A Class to page 37. Spell both orally and in writing, using spelling blanks. Pay special attention to neatness.

WRITING.—Copy Book No. 1 for B Class, and No. 2 for A Class. Drill on the principles of small and capital letters. Practice arm movements. Require correct position and enforce neatness.

DRAWING.—Free-hand Drawing Book No. 5. Dictation exercises. First Lessons in Design—with circle. Drawing on blackboard

ORAL INSTRUCTION.—Plants, their relative size, general structure, principal parts and functions of each part. Hooker's Child's Book of Nature, Part I, and Gray's How Plants Grow, for reference. Review colors and lines and teach the different kinds of angles. Calkins' Primary Object Lessons.

MORALS AND MANNERS.—Tell suitable stories, repeat maxims, insist upon personal neatness, pure and chaste language; use works of reference recommended for Sixth, Seventh and Eighth Grades.

PHYSICAL EXERCISE.—Same as in lower grades.

MUSIC.—Review what has been taught. Explain the staff. Teach names and relative value of the different notes and rests. Practice beating time. Mason's First Music Reader. Fifteen mintes daily.

GRAMMAR DEPARTMENT.

FOURTH GRADE—B CLASS.

Fifth Year in School.

READING.—McGuffey's Revised Fourth Reader to page 83. Require pupils to write all new words, with synonyms and definitions, to be read and criticised as a part of the recitation. Require them to reproduce the subject matter of all pieces read. Have the lesson read once through, substituting for principal words synonyms or brief definitions. Practice frequently the concert exercise of short sentences for training the voice, requiring your rendering to be closely imitated. Sight-reading as often as practicable from suitable periodicals or books. Try to make all recitations pleasant by varying their character and avoiding monotony. Pupils in this grade should each have a school dictionary, and be taught how to use it. They should be able to read an ordinary newspaper paragraph with readiness and intelligence.

ARITHMETIC.—Robinson's Complete Arithmetic to page 97. Subjects: Notation, Numeration, Addition, Subtraction, Multiplication, Division, and Properties of Numbers. Much work on blackboard, giving simple test examples not found in book. Frequent mental exercises, original and from Thompson's Intellectual Arithmetic.

LANGUAGE.—Whitney & Knox's Elementary Lessons in English, to Chapter XV. Composition exercises on subjects taught in oral lessons or suggested by pictures.

GEOGRAPHY.—Complete the Introductory Book as follows: North America, South America, Europe, Asia, Africa and the Hemispheres by outlines furnished.

FOURTH GRADE—A CLASS.

READING.—Fourth Reader from page 83 to 139. Other work and instructions same as B Class.

ARITHMETIC.—Complete Arithmetic from page 97 to 143. Subject: Common Fractions. Much work on blackboard, giving simple test examples not found in book. Develop idea of decimals in connection with Common Fractions whose de-

nominators are 10, 100, etc. Frequent mental exercises, original and from Thompson's Intellectual Arithmetic.

LANGUAGE.—Complete Whitney & Knox's Elementary Lessons in English. Composition exercises on subjects taught in oral lessons or suggested by pictures.

GEOGRAPHY.—Harper's School Geography commenced at page 21 and studied to page 53 by outlines, as follows: North America, New England States, Middle Atlantic, South Atlantic, South Central, and North Central States.

A AND B CLASSES.

SPELLING.—Reed's Word Lessons to page 53 for B Class, and to page 69 for A Class. Spell all new words in reader, and all other text books. Spelling contests occasionally. Word lessons in articulation and pronunciation. Spelling blanks, using pen and ink.

WRITING.—P. D. & S. Copy Book No. 2 for B Class, and No. 3 for A Class. Continue drill in elements and practice of arm movements.

DRAWING.—Free-hand Books, Nos. 6 and 7. Special Exercise Book A. Dictation. Fine drawing. Blackboard drawing. Exercise in designing.

ORAL INSTRUCTION.—Elementary Physiology and Hygiene. The Senses. Part II Hooker's Child's Book of Nature for refence.

MORALS AND MANNERS.—Conversational lessons on politeness and rules of deportment at home and in public places. Illustrate by common incidents of noticeably good or bad behavior. Keep neatness prominent in person, desk, books, examination papers, etc.

PHYSICAL EXERCISE.—Twice a day. Consult Mason's or other suitable book on Physical Exercise for forms. May allow a pupil to lead. Secure animation.

MUSIC.—Mason's Second Music Reader. Simple two-part songs and easy rounds. Count and beat time. Practice intervals. Fifteen minutes daily.

THIRD GRADE—B CLASS.

Sixth Year in School.

READING.—Fourth Reader, from page 139 to 197. Encourage pupils to make free use of dictionaries. Pay special attention to the character of each selection, adapting the style of reading to the sentiment of the piece. Occasional concert reading of choice selections. Continue elocutionary drill in modulation, inflection, enunciation and emphasis. One exercise of forty minutes daily.

ARITHMETIC.—From page 143 to 205. Subjects: Decimal Fractions, Short Methods, Ledger Accounts, Accounts and Bills, and the first parts of Long, Square, Cubic, Liquid, Dry, Time, and Circular Measures, and Avoirdupois Weight.

GRAMMAR.—Reed & Kellogg's Graded Lessons, to page 60. The work to vary from the order of the book as directed. Letter writing and composition continued.

GEOGRAPHY.—Study from page 53 to 86, the following, by outlines: Northern States of the Plains, Southern States of the Plains, Highland-Pacific States, Dominion of Canada, Mexico, Central America, and South America.

THIRD GRADE—A CLASS.

READING.—Fourth Reader completed from page 197. Other work and instructions same as B Class.

ARITHMETIC.—From page 205 to 265. Subjects: U. S. Money, Reduction of Denominate Numbers, Addition, Subtraction, Multiplication and Division of Denominate Numbers, Longitude and Time, and Measurements.

GRAMMAR.—Reed & Kellogg's Graded Lessons, from page 60 to 111. The work to vary from the order of the book as directed. Letter writing and composition continued.

GEOGRAPHY.—From page 86 to 119, the following, by outlines: Europe, Asia, Oceanica and Africa.

A AND B CLASSES.

SPELLING.—Reed's Word Lessons, from page 69 to page 91 for B Class, from page 91 to page 113 for A Class. Words in

text books, especially geography. Spelling contests with other classes of same grade recommended.

WRITING.—P. D. & S. Copy Book No. 3, for B Class, No. 4 for A Class. Grade pupils on neatness and rate of progress. Once each term collect and file specimens from each, made on slips of uniform size.

DRAWING.—Free-hand Books, 7 and 8. Special Exercise Book A. Dictation, Time Drawing. Drawing on blackboard. Designing with square.

ORAL INSTRUCTION.—Continue instruction on animals, from Hooker's Child's Book of Nature, Part II. Manufactures; how clothing is prepared; food articles, where and how obtained and prepared; different kinds of fuel and building materials.

MORALS AND MANNERS.—Energy, activity, directness of purpose, self-reliance, perseverance and endurance, as contributing to success in life; apply them to the performance of school duties. Show the evil effects of want of energy, indecision, laxity of purpose. Refer to Gow's Morals and Manners, and Cowdery's Moral Lessons.

PHYSICAL EXERCISE.—Twice a day, as in Fourth Grade.

MUSIC.—Mason's Third Music Reader. Practice sight singing in all the keys. Fifteen minutes daily.

SECOND GRADE—B CLASS.

Seventh Year in School.

READING.—McGuffey's Revised Fifth Reader to page 117. Pupils in this grade should learn something of the author of every piece studied. Appoint certain ones from day to day to find out and report to the class something more of the authors than the book gives; having them bring in and read suitable selections from their writings. Make the developing and training of voices the object of frequent and suitable exercise. The training of pupils in reciting "declamations" may profitably be made a part of regular lessons in reading, care being taken in the selections. Forty minutes, three times a week, should be given to reading.

ARITHMETIC.—From page 265 to 326. Subjects: Percentage, Profit and Loss, Commission, Interest—Simple and Compound

—Partial Payments and Discount. Send pupils to blackboard without books, and give suitable examples, original or obtained from other books.

GRAMMAR.—From page 111 to 165. Special attention to Composition, Paragraphing, Analysis of Subjects, and how to Write Themes.

GEOGRAPHY.—Special Geography of California by outline. The first 21 pages of the book. A general review with special attention to the United States.

SECOND GRADE—A CLASS.

READING.—From page 117 to 195. Other work and instructions same as B Class.

ARITHMETIC.—From page 326 to 383. Subjects: Stocks, Fire Insurance, Taxes, Domestic Exchange, and Custom House Business.

GRAMMAR.—Reed & Kellogg's Higher Lessons in English, to page 100.

U. S. HISTORY.—Anderson's Common School History, to page 125.

A AND B CLASSES.

SPELLING—Reed's Word Lessons, from page 113 to page 134 for B Class, from page 134 to page 153 for A Class. Special attention to words in Geography and History. Inter-class contests, once or twice each term recommended.

WRITING.—P. D. & S. Copy Book No. 5. Frequent exercises in arm movements. Grade pupils on careful, pains-taking work.

DRAWING.—Free-hand Books Nos. 9 and 10. Special Exercise Book B. Lessons in Design. Blackboard drawing. Dictation.

ORAL INSTRUCTION.—Review Part II of Hooker's Child's Book of Nature and begin Part III.

MORALS AND MANNERS.—Lessons on the rights of property, duties of citizenship, respect for authority, respect for age, filial obedience. Taking advantage of current incidents of daily

news to impress a lesson in good manners or morality upon your pupils.

PHYSICAL EXERCISE.—Arm movements and breathing exercises as directed in Swett's School Elocution.

MUSIC.—Mason's Third Music Reader.

FIRST GRADE—B CLASS.

Eighth Year in School.

READING.—From page 195 to 273. Pursue same general plan as in Second Grade. Do not allow trashy selections to be recited or read.

ARITHMETIC.—From page 383 to 439. Subjects: Ratio, Simple and Compound Proportion, Partnership, Involution and Evolution.

GRAMMAR.—From page 100 to 193.

HISTORY.—From page 125 to 233.

PHYSIOLOGY.—Hutchinson's, to page 154.

FIRST GRADE—A CLASS.

READING.—Complete Fifth Reader and follow instructions for B Class and Second Grade.

ARITHMETIC.—Complete the book. Subjects: Mensuration and General Review.

GRAMMAR.—Complete the book.

HISTORY.—Complete the book.

PHYSIOLOGY.—Complete the book.

A AND B CLASSES.

SPELLING.—B Class from page 153 to page 171, A Class from page 171 to page 188. The spelling of words in History and Physiology to be made a part of each recitation, and these words specially used in the "contests," which are advised, as in the lower grades.

WRITING.—P. D. & S. Copy Book No. 6.

DRAWING.—Free-hand Drawing Books Nos. 10 and 11. Special Exercise Book C. Lessons in Designing from natural objects. Dictation exercises. Drawing on blackboard.

ORAL INSTRUCTION.—Complete Hooker's Child's Book of Nature. By this time pupils should be able to pass examination in the elementary facts of Botany, Zoology, Physiology and Natural Philosophy.

MORALS AND MANNERS.—Adapt any of the suggestions to lower grades on this subject that are suitable for your class. Give an occasional earnest talk, (no set speeches), remembering that concrete illustrations and facts are better than abstract theories.

PHYSICAL EXERCISE.—Same as Second Grade.

MUSIC.—Mason's Fourth Music Reader.

High School Course of Study.

	Subject	English Course.	Mos.	Latin Course.	Mos.	Classical Course.	Mos.
Sub-Junior Year.	I	Algebra.	10	Algebra.	10		
	II	Physical Geography. 6 English History. 4		Physical Geography. 6 English History. 4			
	III	Book-keeping. 6 Grammar and Rhetoric. 4		Latin (Introd.)	10	Same as Latin Course.	10
	IV	Critical Reading: Lady of the Lake, Tom Brown's School Days, and Composition.	10	Critical Reading: Same as English Course.	10		
	V	Drawing.	10	Drawing.	10	Drawing.	10
Junior Year.	I	Geometry.	10	Geometry.	10		
	II	Rhetoric. 5 Greek History. 5		Rhetoric. 5 Greek History. 5		Same as Latin Course.	10
	III	Civil Government. 5 Botany. 5		Latin. Cæsar, Gallic War, 4 vols.	10		
	IV	Critical Reading: Alhambra, Lay of the Last Minstrel, Snow Bound, Evangeline, Sir Roger de Covrley, Sir Launfal and Composition.	10	Critical Reading: Same as English Course.	10	Critical Reading: Alhambra, and Composition. 3 Greek (Introd.) 7	
	V	Drawing.	10	Drawing.	10	Drawing.	10

High Course of Study.—*Continued.*

Middle Year.	I	Geometry (complete).	4	Latin Prose Composition and			
		Algebra (reviewed).	3	Cicero, five orations.	10	Same as Latin Course.	10
		Trigonometry (plane).	3				
	II	Physics.	10	Physics.	10	Greek (Introd.)	
						Xenophen's Anabasis, 1 bk.	10
	III	Roman History.	5	Roman History.	5		
		Chemistry.	5	Chemistry or Botany.	5	Roman History.	5
	IV	Critical Reading: Burke's Select Works, Vol. 1, Merchant of Venice, Newcomes, and Composition.	10	Same as English Course.	10	Critical Reading: Merchant of Venice, Newcomes, and Composition.	
	V	Drawing.	10	Drawing.	10	Drawing.	10
Senior Year.	I	Astronomy.	4	Latin: Virgil, Æneid, 6 bks,		Same as Latin Course.	10
		Review Mathematics or History.	6	Cicero, 1 oration.	10		
	II	Zoology.	5	Zoology.	5	Greek: Xenophen's Anabasis,	
		Geology.	5	Geology.	5	3 bks., Homer's Iliad, 2 bks,	10
						Greek Prose Composition.	
	III	History of Eng. Literature.	6	Same as English Course.	10	Same as English Course.	10
		Political Economy.	4				
	IV	Critical Reading: Hall's Longer English Poems, etc., and Composition.	10	Same as English Course.	10	Same as English Course.	10
	V	Drawing.	10	Drawing.	10	Drawing.	10

ALUMNI OF LOS ANGELES HIGH SCHOOL.

CLASS OF 1875.

Yda Addis.
Addie Gates.*
Lillie Milliken (Coulter)
Jessie Peel (Church).
Henry O'Melveny.—7
Mary Thomas (Brown).
Henry Leck.

CLASS OF 1876.

Olive Gibson (Marshall)
Mary Chauvin.*
Helen White (Caystile).—4
M. Eva Myres (Waters).

CLASS OF 1877.

Ella Adams (Sippy).
Birdie Austin (West).
Fannie Bernstein.
Fannie Benjamin.
Katie Caystile (Porter).
Nannie Strauss, (Dunsmore).
Emma Whisler (Gillson)
Nannie White (Northcraft.)—12
Edward Rimpau.
Frank Rimpau.
George Williamson.
Nelson Williams.

CLASS OF 1878.

Bettie Anderson (Lowman).
Ada Conner (Patten).
Lulu Ferguson (Hayes)
Albertina Haley(Pironi)
Fannie Kalisher.
Abram Edelman.
Hugh Glassell.—10
Andrew Glassell.
Glassell Patton.
Claudina Rimpau.*

CLASS OF 1879.

Kate Brousseau.
Mary Foy.
Ella Gird.
Jennie Greenbaum.
Nettie Morey (Deming).
Jessie Overman.
Carrie Smith.
Charles Bell.—11
Arthur Bent.
Scott Chapman.
George Howland.

CLASS OF 1880.

Ada Biles (Marshall).
Nellie Curtis (Rorick).
Lulu Entwistle (Hinton)
Jessie Gibson.
Edith Hadley.
Rebecca Laventhal.
Sara C. Reese.
Lizzie S. Thayer.
Mamie Woodworth (Woods).
Henrietta Rosson.—15
Albert Clapp.
William Grosser.
Maurice Hellman.
Edward Meserve.
Robert Straus.

CLASS OF 1881.

Linda Austin (Heald).
Adele Behn.
Birdie Cannon.
Belle Childs (Knox).
Lillie Chick.
Mattie Coffman.
Evelyn Lothian.
Alice Weil.
Lizzie Weston.
William Batchelor.
Casper Cohn.
Herman Heinsch.
Bertha Hellman (Meyberg).—19
Adele Condit (Bloeser).
Josephine Dryden.
Mary A. Gilday.
Theodore Savage.
Richard Stephens.
Harry Tibbetts.

*Deceased.

Class of 1882.

Elma Ball.
Hannah P. Ball (Harris)
Effie M. Baxter.
Ada F. Barrows.
Margaret J. Davis (Ralphs).
Emma Fleischman.
Jeannette Lazard (Lewin).
Mabel L. Hall.
Laura Meyer.
Ella Newmark (Seligman).
Adele O'Melveny.
Allie Richardson.
Clara Stoltenberg.
Laura E. Thomas.
Agnes J. Wilson.
John M. Averill.*
Benjamin C. Bryant.
Bentinck Boyd.
Robert R. Dominguez.
Fred Fisher.
Leland N. Kercheval.
Lizzie Pickering (Davids).
Lowman Nevin.—23

Class of 1883.

Anna Alward (Eames).
Della Baker.
Belle Borton.
Minnie S. Baxter.
Josephine Dol.
Lucinda Foy.
Emma Grebe.
Mary Greene.
Anna Morrison.
Loretta Newell.
Adolph Straus.—16
Margaret Philipson.
Edmonia Price.
Edward J. Harper.
Louis A. Mendelson.
William A. Ryan.

Class of 1884.

Minnie L. Ames.
Eva Byram.
Margaret L. Craig.
Annie S. Field.
Alice C. Fitch.
Pearl Kent.
Ella Lechler.
Amanda Mathews.
Christiane J. Müeller.
Florence Potts.
Gertrude Taft.
Helen M. Thornton.
Nellie Weston.
Jessie Yarnell.
Charles P. Bagg.
Ben. F. Coulter.
Guy O. Rose.—25
David Edelman.
John B. Frick.
Rudolph C. Heinsch
Herman Kerckhoff.
Albert G. Lang.
Harry H. Mayberry.
Edward D. Milner.
George J. Philbin.

Class of 1885.

Ada M. Baxter.
Ina M. Baxter.
Hattie N. Beckett.
Lulu L. Frick.
Minnie A. Hamilton.
Anna L. Hazeltine.
Camilla Hellman.
May McLellan.
Alice C. Miller.
Minnie S. Moody.
Caroline A. Müeller.
Lillie A. Newell.
Mary Ogden.
Marian Otis.
Ellen Reavis.
Ella Stoltenberg.
Nannie L. Tibbetts.
T. Berry Boal.—26
Clinton A. Bradley.
Edward R. Bradley.
Jesse D. Burks.
Arthur C. Harper.
Leslie R. Hewitt.
Charles Lantz.
Edward Railton.
Thomas E. Rowan.

Total . . . . . 168.

*Deceased.

TEXT BOOKS USED IN LOS ANGELES PUBLIC SCHOOLS.

IN PRIMARY AND GRAMMAR SCHOOLS.

McGuffey's Readers, First to Fifth, inclusive.
Robinson's Arithmetics, First Book and Complete.
Harper's Geographies, Introductory and School.
Reed & Kellogg's Grammars, Graded and Higher Lessons.
Whitney & Knox's Elementary Lessons in English.
Reed's Word Lessons.
Payson, Dunton & Scribner's Copy Books.
Bartholomew's Drawing Books.
American Standard Writing Speller.
Mason's Music Readers.
Anderson's History of the United States.
Hutchinson's Physiology.

HIGH SCHOOL.—SUB-JUNIOR CLASS.

Wentworth's Element's of Algebra.
Maury's Physical Geography (Revised).
Gardiner's English History.
Bryant & Stratton's Common School Book-keeping.
Kelogg's Text-book in Rhetoric.
——— Latin Lessons.

JUNIOR CLASS.

Wentworth's Plane Geometry.
Wentworth's Plane and Solid Geometry and Plane Trigonometry.
Gray's School and Field Book of Botany.
Young's Government Class Book.
Allen & Greenough's Latin Grammar.
Allen & Greenough's Cæsar with vocabulary (Revised).
Leighton's First Lessons in Greek.
Goodwin's Greek Grammar.
Greek History.

MIDDLE CLASS.

Wentworth & Hill's Logarithms and Trigonometrical Tables.
Gage's Elements of Physics.
Mead's Chemical Primer.
Allen & Greenough's Cicero with vocabulary.
Jones' Latin Prose Composition.
Leighton's History of Rome.

SENIOR CLASS.

Packard's Zoology, Briefer Course.
Lockyer's Elements of Astronomy.
Le Conte's Compend of Geology.
Jevon's Political Economy.
Allen & Greenough's Virgil, with vocabulary.
Jones' Greek Prose Composition.
Keep's First Six Books of the Iliad.
Keep's Autenrieth's Homeric Lexicon.
——— English Literature.

RULES AND REGULATIONS

OF THE

BOARD OF EDUCATION

OF THE

CITY OF LOS ANGELES.

ARTICLE I.—ORGANIZATION.

Section 1. The annual meeting of the Board shall be held on the first regular meeting after the municipal election in December, at which time the newly elected members shall take their seats and assume the duties of their offices.

Sec. 2. The Board shall organize by electing a President and Secretary, who shall hold their offices one year, or until their successors shall be elected and qualified.

Sec. 3. The President, immediately after the organization, shall appoint the following standing committees, consisting of two members each, viz:

1. Finance.
2. Supplies and Janitors.
3. Buildings and Repairs.
4. Teachers and Salaries.
5. Rules and Regulations.
6. High School and Library.

ARTICLE II.—THE PRESIDENT.

Sec. 1. The President shall preside at all meetings of the Board, when present, and in his absence the members shall elect a President pro tem.

Sec. 2. He shall sign all warrants and all records of meetings of the Board.

Sec. 3. He shall call special meetings of the Board when, in his judgment, it is necessary, or at the request of two members.

Sec. 4. He shall appoint, at least once each term, a special committee or committees, whose duty it shall be to visit the various schools, note their order, progress and general condition, and report results of their observations to the Board.

ARTICLE III.—THE SECTETARY.

Section 1. The Secretary shall keep a full and accurate record of all the proceedings of the Board, and of the members present at each meeting, and shall file and preserve all papers relating to the business of the Board. He shall keep books of accounts showing an itemized record of all receipts and expenditures of the Board, and such other books and records as may be required.

Sec. 2. He shall draw and countersign all warrants for salaries and bills allowed by the Board. He shall also countersign all records of the Board.

Sec. 3. He shall furnish a yearly report of the receipts and expenditures of the Board, and such other statistics as may be required for the annual report of the Board of Education.

Sec. 4. He shall conduct the correspondence of the Board, and notify teachers and janitors of their election or dismissal, and shall apprise each member of special meetings called by the President.

Artice IV.—Meetings.

Sec. 1. The regular meetings of the Board of Education shall be held on the first Tuesday evening of each month, at such an hour as may be agreed upon.

Sec. 2. The order of business at each regular meeting shall be as follows:

1. Reading of Minutes.
2. Passing upon Bills and Claims.
3. Communications.
4. Reports of Committees—Standing and Special.
5. Report of Superintendent.
6. General, Unfinished and Special Business.

Sec. 3. The above order of business may be suspended at any meeting by a majority of the members present.

Sec. 4. A majority of the Board shall constitute a quorum fcr the transaction of business.

Article V.—Bills.

Sec. 1. All bills must be passed at regular meetings, unless otherwise ordered by a special vote; but warrants for fixed salaries may be issued by the President and Secretary without formal order of the Board.

Sec. 2. No bill for supplies shall be audited unless accompanied by the requisition of the Committee on Supplies or the Superintendent. All bills should be presented to the Secretary on the Saturday before the regular meeting following.

Article VI.—Election of Teachers.

Sec. 1. The election of teachers shall take place at the regular meeting in June, or as soon thereafter as may be convenient.

Sec. 2. Vacancies and new positions may be filled at any meeting of the Board, or, in case of emergency, by the Committee on Teachers.

Sec. 3. Applicants for positions as teachers must present a written application to the Secretary, and it must be accompanied by evidence of the possession of a legal certificate, or of such credentials as entitle the holder to receive such certificate.

Sec. 4. No person shall be eligible to election to a position as teacher who cannot present satisfactory evidence of at least one year's
al successful experience.

Duties of the Superintendent.

The Superintendent shall be the executive officer of the Board of Education, and shall have a general supervision of all the public schools of the City. It shall be his duty:

1. To make and enforce such regulations as he may deem conducive to the best interests of the schools, not in conflict with the general rules of the Board.

2. To visit each of the schools of the city as often as his other duties will permit; giving attention to its organization, discipline and instruction, directing the teachers from time to time to make such changes, not contrary to adopted rules, as shall seem best calculated to give greater efficiency to the schools.

3. To carefully observe the government, mode of instruction and general conduct of each teacher, and whenever he shall have good

reasons to doubt his or her efficiency or fitness, to report the same promptly and plainly to the Board of Education.

4. To hold such teachers' meetings, general or special, as he may deem necessary for the purpose of giving instruction or direction to the teachers in the discharge of their duties, for the discussion of methods of teaching and systems of school government, and to secure uniformity in grade work and in discipline of the schools.

5. To see that the regulations of the schools are uniformly and faithfully observed and executed in all the departments of the schools; that the school registers are properly kept, and reports made by the teachers with care, neatness and uniformity.

6. To have charge of all the property of the school department, and from time to time to inspect buildings, furniture, apparatus, etc., and report to the Board or the proper committee any needed repairs or improvements. He shall also draw requisitions for all regular supplies.

7. To keep himself informed in regard to the school systems of other cities, their plans of organization, modes of government, methods of instruction, and such other matters as may assist the Board to legislate wisely for the highest interests of the schools, and for this purpose to effect arrangements for the exchange of reports between this and other School Boards.

8. To fill all vacancies occasioned by the temporary absence or illness of regular teachers with substitutes; and to make such other temporary arrangements relative to the schools as he may deem proper, and report the same to the Board at its first subsequent meeting.

9. To attend all meetings of the Board of Education, and at the regular monthly meeting to present a written report of the attendance, and such other matters as require attention, and at all times give such information to the members of the Board as they may require to inform themselves of the condition of the schools.

10. To prepare an annual report, including statistics and a review the work of the year and the general condition of the schools, together with facts of general interest to the community, and suggestions for promoting the efficiency of the department.

11. To prepare the questions and prescribe the rules for the semi-annual examination, and to direct such special examinations as he may deem proper.

12. To devise a system of blanks for reports and instruct the teachers in the proper mode of using them. These blanks shall be adapted and used to keep parents informed of the attendance, scholarship and deportment of their children and to secure the co-operation of parents with teachers.

13. To suspend from school any pupil whose conduct or character is such as to injure the reputation of the school, or whose parents wilfully neglect or refuse to co-operate with the Superintendent or teacher in carrrying out the regulations of the school, or encourage their children to violate the regulations of the school.

14. To keep regular office hours every day of the week and give due notice thereof to teachers and the public; to perform such other duties as may be required of him by the Board of Education.

PRINCIPALS.

1. Principals shall be held responsible for the enforcement of the Rules and Regulations of the Board in the schools of their respective buildings. It shall be their duty to carry out the directions and suggestions of the Superintendent, and in every way to aid him in securing the efficiency of the schools.

2. They shall prescribe such rules as are necessary to insure the

grounds, fences, out-buildings, etc., being kept in a neat and proper condition; shall examine them as often as may be necessary for this purpose, and shall be held responsible for any want of cleanliness in the buildings or on the grounds.

3. Principals shall superintend the janitors in the discharge of their duties, require them to do their work promptly and well, and report cases of failure, neglect or incompetency to the Superintendent.

4. Principals shall have charge of play-grounds and be responsible for the conduct of pupils thereon during intermissions, before school-time in the morning and after school-time in the evening. To effect this teachers must be assigned to such posts and duties as may be necessary.

5. Principals shall keep a record of the absence or tardiness of assistant teachers, and make it a part of their monthly report to the Superintendent. They shall also report any failure of any teacher under their supervision to carry out the rules and regulations established for the guidance of such teacher.

6. They shall visit the schools in their respective buildings as often as possible, to advise, assist and encourage the teachers in their work. They shall endeavor to correct objectionable methods of discipline or instruction, and shall deem it their duty to report such as may be persisted in by any teacher.

7. They shall, under the direction of the Superintendent, examine and classify all pupils admitted without certificates of promotion. They shall in no case admit pupils from other districts of the city without a written permit from the Superintendent, and must not admit non-resident pupils without a receipt for the payment of one month's tuition in advance.

8. Principals shall allow no advertisement to be read to or distributed among the pupils of any school, or to be posted upon the fences or walls of any school buildings under their supervision; nor permit any agent or other person to enter any school or school premises for the purpose of exhibiting, either to teacher or pupils, any article whatever, or to announce any public entertainment.

9. Principals shall be present, to remain upon the school-grounds, at least thirty minutes before nine o'clock. They shall permit no pupil to enter the premises at an earlier hour than this, and shall not allow them to loiter about or to annoy neighbors or people passing by accosting them or by excessively noisy playing.

10. Principals may temporarily suspend pupils from the schools under their charge for persistent disobedience, habitual profanity, vulgarity or truancy, or such other offences as in their judgment can best be met and corrected in this way. They shall at once notify the parents or guardians, and give a written notice, with reasons of suspension, to the Superintendent, who shall give the matter his attention, and if the suspension is confirmed, fix the time it is to hold.

11. Principals shall send requisitions for supplies to the office of the Superintendent, and see that their teachers are provided with the necessary articles. They shall make, upon blanks furnished them for the purpose, monthly reports of their schools to the Superintendent, who shall keep such reports on file in his office. They shall also make an Annual Report, and furnish such other information to the Superintendent as he may from time to time require, or as they may think proper to communicate.

Assistant Teachers.

1. All assistant teachers shall be present at their respective schools at least twenty minutes before the opening of the morning and afternoon sessions, to attend to such duties as are assigned by the principal, or the regulations prescribe. They shall report their own tardiness to their principal at the end of each month.

2. They shall keep on their desk a copy of these regulations, make themselves familiar with their requirements, endeavor to comply strictly with them, and read to their schools from time to time such portions as pertain to the government of pupils.

3. Teachers shall be responsible for the conduct of their pupils while in the school-room, and shall exercise a careful supervision over them generally, extending their authority and influence as far as possible outside of school hours. They shall be responsible for the care of furniture, apparatus, etc., in their respective rooms, and shall co-operate with the principal in the preservation of the buildings, fences, and all other school property.

4. Teachers shall refer new pupils to the Principal for examination and classification, and when so classified shall record their names in the general register, with all the data called for in that register. Teachers shall refer pupils who habitually fall behind their grade to the Principal, who shall examine such pupils and remand them to a lower grade, if in his judgment it should be done.

5. Teachers shall promptly notify parents or guardians of the absence or tardiness of pupils, and shall give a special notice, either in person or by note, of such as are habitually troublesome, or are specially poor in their studies. They are expected to exercise all due patience and make every reasonable effort in individual cases before asking to have a pupil suspended for misconduct or placed in a lower grade for failure in studies.

6. Teachers of First and Fifth Grades inclusive shall send to parents or guardians, on cards furnished them for the purpose, a monthly report of the attendance, deportment and scholarship of each pupil. The record of percentage in scholarship shall be made up from written exercises in each study, or from written and oral combined. This record shall also be kept in a book, as well as the result of the semi-annual examinations.

7. Teachers shall give careful attention to the health and comfort of their pupils while in the school room, aiming to keep the temperature of the rooms when heated by fire at from 65 to 70 degrees Fahrenheit. Special care must be taken not to expose children to cold currents of air in securing ventilation. Doors and windows should be opened at recess and while the children are exercised in calisthenics.

8. During rain-storms or otherwise exceptionally bad weather, pupils will be allowed to enter their respective rooms as soon as they come in the morning, and to remain during intermissions. At such times teachers must see that their pupils do not engage in boisterous play, but may allow them to amuse themselves with parlor games, singing, calisthenics, etc.

9. Teachers shall not detain pupils for study or punishment during any part of the noon intermission, nor for more than half an hour after the close of school. They must allow pupils kept in during the short recesses to go out immediately thereafter and remain out five minutes. Teachers are enjoined to avoid as far as possible the practice of detaining pupils.

10. Teachers are enjoined to avoid scolding and all harsh and passionate expressions to or in the presence of their pupils; they are reminded that the best disciplinarians are those who can secure good order by gentle influences. They are enjoined to avoid corporal punishment when obedience and discipline can be maintained by milder measures. In administering corporal punishment they must avoid striking the head, using a switch or light strap in such a manner as not to inflict bruises or lasting marks. They may refer all incorrigible cases to the Principal.

11. Teachers having indigent pupils, not provided with text-books, will, after satisfying themselves that the claim is a proper one, make a list of the books needed by such pupils and send to the Principal or

Superintendent. They will keep a record of all books thus furnished, with title, cost, and name of pupil receiving them, and preserve them as the property of the school, to be left at the close of each term or when the pupil shall leave the school.

12. Teachers shall attend all general and special meetings called by the Superintendent, no excuse for non-attendance being considered sufficient that would not justify their absence from school at any other time. They will make monthly reports to the Principal upon the blanks provided for that purpose.

13. Teachers are enjoined to exercise a vigilant watch over the morals and manners and general habits of their pupils, not only in the school-room, but out of it, and to assist cheerfully in securing good order on the play-grounds, in the halls, lines, etc. They are expected to devote themselves faithfully to their work in every way; striving by reading, discussion and visiting to keep pace with, and practice such new and improved methods as they are able to acquire and make their own.

Substitute Teachers.

1. In case of necessary absence of regular teachers, they shall promptly notify their Principal or the Superintendent, who shall supply a substitute. The list of substitute teachers shall be designated by the Board of Education or the Superintendent, and in no case must other persons be placed in charge of classes.

2. Substitutes shall receive the full regular pay of the teachers whose place they fill, and shall be paid by the same at the end of the school month in which the service is rendered.

Special Teachers.

1. Special teachers shall, at the request of the Superintendent, meet the teachers for the purpose of giving them instruction in the branches of which such special teachers have charge.

2. They shall visit regularly and impartially the several departments in which they are employed to teach, and make written reports of the progress of their work to the Superintendent as often as he may request.

3. The regular teacher of any room shall not be absent from the room during the exercises of special teachers, but shall co-operate in the preservation of order and discipline, and shall enforce the observance of instructions so given.

4. It shall be the duty of the regular teachers to make themselves proficient, practically as well as theoretically, in such special branches as are taught in the schools.

Pupils.

1. All children over six years of age, of actual residents of Los Angeles city, shall be admitted free to all of the public schools; and the children of non-residents shall not be received except upon the payment of a tuition fee, as fixed by the Board of Education.

2. Non-resident pupils may be admitted upon the following terms: In the High School, $3 per month; in Grammar Schools, $2 per month; in Primary Schools, $1.50 per month; tuition to be paid in advance to the Superintendent, and receipt shown to the Principal of the school to which the pupil is assigned. But in no case must non-resident pupils be received to the exclusion of those whose home is in the city.

3. All pupils must attend the school in the district in which they live, unless they have a written permit from the Superintendent to attend another school. This permission shall be given only for the purpose of relieving crowded schools, or for other good reason satisfactory to the Superintendent.

4. Teachers are authorized to require excuses from parents or guardians, either in person or by written note, in all cases of absence, tardiness and dismissal before close of school; and they may send immediately for such excuses, except when the weather is such that it would occasion exposure to health. The mere statement that the pupil has been kept at home shall not be regarded as a satisfactory excuse.

5. Pupils shall give due attention to personal neatness and cleanliness, and any who fail in this respect may be sent home to be properly prepared for school.

6. No pupil who is affected with any contagious disease, or in whose family any contagious disease is known to prevail, shall be allowed to remain in school, and pupils belonging to families any member of which has scarlet fever, must, on returning to school, present a certificate from the Health Officer stating that the proper precautions in disinfecting have been taken, and that no risk will be incurred in receiving the bearer in school.

7. Any pupil absent from school for three consecutive days, except for sickness, suspension, or on account of contagious disease in the family, shall be liable to forfeiture of seat. Every pupil who shall be absent three *half* days, without excuse from parent or guardian, given either in person or by written note, satisfying the teacher that the absences were caused by his own sickness, by sickness in the family, or some *urgent cause* rendering attendance impossible, or to avoid exposure of health, shall be suspended from school until satisfactory assurance is given, by the parent or guardian that the pupil will be more punctual in the future. In the application of this rule, two tardinesses, or leaving school without permission, shall be counted as one-half day's absence. A pupil who shall be suspended the second time, can only be restored by personal application to the Board at a regular meeting.

8. No pupil, after having entered one school, shall be admitted into another school the same scholastic year without a certificate of honorable discharge from the former school or a transfer from the Superintendent.

9. All pupils who, through irregular attendance, indolence or inattention, fall below their grade, are liable to be transferred to a lower grade at any time.

10. Willful disobedience, habitual truancy, vulgarity or profanity, stealing, or carrying deadly or dangerous weapons, shall constitute good cause for suspension or expulsion from school.

11. Pupils who in any way deface, injure or destroy any school property, shall be required to repair or pay for such damages. Failing in this, they may be suspended or expelled.

12. Pupils whose parents shall have created a disturbance in school, or shall have censured, abused or insulted any teacher before their classes or on the school premises, shall be liable to suspension.

13. Any pupil who uses tobacco in any form on the school premises, or who shall write, carve or draw on any fence, building or other surface about the school, any vulgar or obscene words or representation, shall be liable to expulsion.

14. Pupils, on entering school and being assigned, shall promptly supply themselves with the necessary books and other articles required by the course of study: and the neglect or refusal to do this, except in case of indigence, shall constitute cause for forfeiture of seat. They shall not be allowed to make a practice of borrowing or lending books or slates, and must take pains to keep them neat and clean. Teachers may require pupils to have their books covered.

15. Pupils who are not in their seats at the time for opening school shall be marked tardy.

16. Pupils absenting themselves from school during examinations, with the apparent object of avoiding the same, shall in no case be promoted. If the absence was unavoidable and they can give satisfactory evidence that such was the case, they may receive a special examination from the Superintendent or Principal at a subsequent time.

17. Pupils shall not be absent a part of the day for the purpose of receiving instruction elsewhere, except by special permission from the Superintendent, recommended by the teacher and Principal, and only very urgent reasons will be deemed satisfactory.

18. All pupils are expected to attend school regularly and punctually, and to conform to all rules and regulations; to be obedient and respectful to their teachers, kind and courteous to their schoolmates, studious and attentive in the school-room, and to observe general good order and propriety of deportment at all times.

General Rules and Regulations.

1. No school building shall be used for other than school purposes, except by special permission of the Board of Education.

2. Duties of Janitors.—Janitors shall report for duty to Principals at the hour for the opening and closing of schools, except in small schools where special arrangements are made. In such large schools as may be ordered by the Board, they shall devote their whole time to the duties of their position. They shall keep school buildings, furniture, yards and out-buildings neat and clean; shall build fires, open and close school buildings and yards, and see that windows, shutters and doors are securely closed when the schools are not in session.

3. They shall sweep and dust school-rooms every day, and wash windows, floors and other woodwork as often as directed by the Principal. They shall guard all the property upon the premises, promptly make such repairs as they are able to make, and report to the Principal all other repairs needed.

4. They shall be subject to the orders of the Principal and Superintendent; shall not assume or exercise any authority over pupils except by special order, but shall report to the Principal any violation of the school regulations on the part of the scholars that come under their notice.

5. It shall be the duty of Principals to see that all the clocks belonging to the building are properly regulated by the city time, and the teachers shall conform to this standard in making their record of attendance, both for themselves and for their pupils.

6. At the close of the school year all teachers shall deliver their registers and class books at the office of the Superintendent, and all Principals shall deliver at the same office all keys of their respective buildings, together with a list of school property in their possession, accounting for such as may have been removed or injured.

Examinations and Promotions.

1. In the sixth, seventh, and eighth grades, promotions will be made on the judgment of the teacher and principal Pupils in the first, second, third, fourth, and fifth grades must pass semi-annual examinations on the work of that semester, in all the studies assigned to their respective grades.

2. These examinations shall be under the direction of the Superintendent, and so far as possible, shall be written.

3. Pupils must obtain a general average of 75 per cent., and not fall below 65 per cent. in any one study, in order to be entitled to promotion.

4. The result of the semi-annual examination shall be averaged with the monthly reports, and the percentages thus obtained shall constitute the basis of promotion.

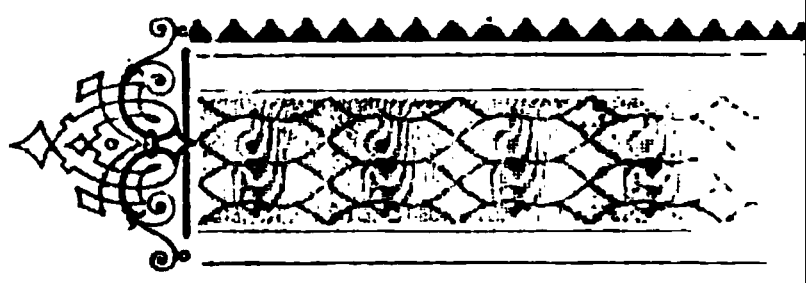
5. The percentage in the High School for promotion and graduation shall be the same as the above. Promotions shall take place at the end of the year; examinations whenever a subject is finished.

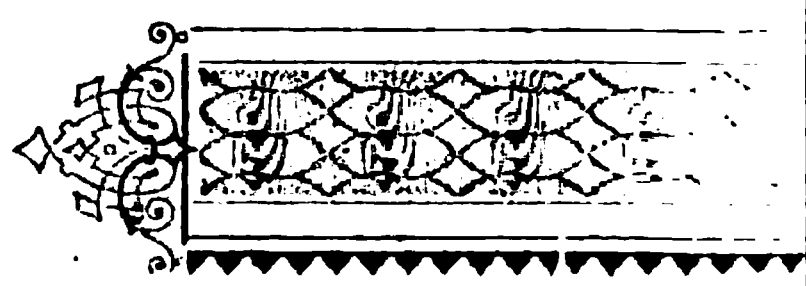
TERMS, HOLIDAYS, VACATIONS, &C.

Section 1. The school year shall be divided into three terms. The first term shall commence on the first Monday in September, and close on the last Friday before Christmas. The second term shall commence on the first Monday after January 1st, and continue twelve weeks. The third term shall commence on the second Monday after the close of the second term, and continue twelve weeks. But the date for opening or closing any term may be changed at any time by special order of the Board of Education.

Sec. 2. The regular holidays, exclusive of those occurring in the vacations above provided for, shall be the 9th of September, the 22d of February, the 30th of May, every day on which an election is held throughout the State, and all Thanksgiving days authorized by the State or General Government. When the 9th of September, the 22d of February or the 30th of May fall upon a Sunday, the Monday following shall be a holiday. By common consent of the Department, the Friday after any Thursday on which a holiday occurs may be given in lieu of the 9th of September or a general election day.

Sec. 3. The hours of tuition and study throughout the year shall be from 9 o'clock A. M. to 12 o'clock M., with twenty minutes' recess; from 1 o'clock P. M. to 4 o'clock P. M., with twenty minutes' recess, for all grades above the Fifth; the Fifth grade shall be dismissed at 3:15 P. M., and the Sixth, Seventh and Eighth grades at 2 P. M.





DEPART[illegible] OF EDUCA[illegible]
LELAND STANFORD JUNIOR UNIVERSITY

PUBLIC SCHOOLS.

ANNUAL REPORT

OF THE

BOARD OF EDUCATION

LOS ANGELES, CAL.

1885-1886

ANNUAL REPORT

OF THE

BOARD OF EDUCATION

AND

CITY SUPERINTENDENT OF SCHOOLS,

WITH THE

RULES AND REGULATIONS AND COURSE OF STUDY FOR THE PUBLIC SCHOOLS OF THE CITY OF LOS ANGELES.

1885—1886.

LOS ANGELES:
PACIFIC PUBLISHING COMPANY, 17 WEST FIRST STREET.
1887.

BOARD OF EDUCATION.

Members for 1886.

C. N. EARL, PRESIDENT. F. S. GRAHAM, SECRETARY.
J. M. ELLIOTT. R. D. WADE. DR. JOSEPH KUTZ.

STANDING COMMITTEES.

FINANCE—J. M. ELLIOTT, R. D. WADE.
SUPPLIES AND JANITORS—F. S. GRAHAM, JOSEPH KURTZ.
BUILDINGS AND REPAIRS—R. D. WADE, J. M. ELLIOTT.
TEACHERS AND SALARIES—JOSEPH KURTZ, F. S. GRAHAM.
RULES AND REGULATIONS—R. D. WADE, J. M. ELLIOTT.
HIGH SCHOOL AND LIBRARY—JOSEPH KURTZ, F. S. GRAHAM.

Members for 1887.

DR. JOSEPH KURTZ, PRESIDENT. F. S. GRAHAM, SECRETARY.
C. N. EARL. MRS. A. S. AVERILL. C. P. THURSTON.

STANDING COMMITTEES.

FINANCE—THURSTON AND EARL.
SUPPLIES AND JANITORS—GRAHAM AND THURSTON.
BUILDINGS AND REPAIRS—EARL AND GRAHAM.
RULES AND REGULATIONS—THURSTON AND GRAHAM.
TEACHERS' SALARIES AND LIBRARY—AVERILL AND EARL.

THE CITY SUPERINTENDENTS OF SCHOOLS HAVE BEEN:

DR. W. T. LUCKY, - - - -	1873 to 1876.
C. H. KIMBALL, - - - - -	1876 to 1880.
MRS. C. B. JONES, - - - -	1880 to 1881.
J. M. GUINN, - - - - -	1881 to 1883.
L. D. SMITH, - - - - -	1883 to 1885.
W. M. FRIESNER, - - - - -	1885.

SCHOOL DIRECTORY FOR 1886-87.

W. M. FRIESNER, A. M., Superintendent,

Salary $2,200 per year,

OFFICE IN SPRING STREET BUILDING.

Office Hours—8:30 to 10 A. M. 9 A. M. to 12 M. Saturdays.

SCHOOL DIRECTORY FOR 1886-87.

DISTRICT No. 1. Highland View School, Arroyo Seco Avenue.	Grades and Classes.	Years of Exper'ce.	Years in L. A. City Schools.	Grade of Certificate and Date of Expiration.	Monthly Salary.
1. M. C. Bettinger	1st, 2d, 3d & 4th Grades	4	1	1st June, '90	$80
DISTRICT No. 2. Hellman Street School. Near Downey Avenue.					
2. Miss Mary A. Henderson	B2, A1 & B1 D'ble Session	4	1	1st June, '90	100
3. Miss M. Fannie Boal (Ass't Principal.)	A2 B3	4	4	2d June, '87	85
4. Mrs. A. E. Baker	A3 B3	2	0	1st Dec. '89	65
5. Miss Annabel Tuttle	A4 A5	3	0	1st June, '87	75
6. Miss Janet M. Henderson	B5	12	2	1st Jan. '88	80
7. Miss Laura C. White	A5 B6	8	0	1st June, '90	80
8. Miss Bertha E. Gordon	A7 B7	10	0	1st June. '90	80
9. Arthur E. Baker, Prin.	A6 A8	3	1	1st Jan. '89	110
DISTRICT No. 3. Griffin Avenue School. Bet. Darwin Ave. and Mozart St.					
10. Miss Mattie C. Hale, Prin.	A1 B1	16	2	2d Jan. '89	100
11. Miss Linda C. Watson	A2 B2	3	0	2d July, '88	65
12. Miss M. Louise Hutchinson	A3 B3	11	2	1st Jan. '88	80
13. Miss Mary I. Hutchinson	A4 B4	8	0	2d June, '88	75
DISTRICT No. 4. Brooklyn Heights School, Macy, Bridge and Brooklyn Sts.					
14. Miss Jeanne Ross	1st, 2nd & 3d Grades. D'ble Session	19	4	L D	100
DISTRICT No. 5. New York and Boston Avs.					
15. Miss Jessie E. Frater, Prin.	A2 B2 A1 B1 D'ble Session	11	1	1st Jan. '90	120
16. Miss Maria E. Murdoch	A4 B4 B3	11	3	L D	80
17. Miss Marg't. F. Philipson	B6 A5 B5	1	0	2d July, '87	60
18. Miss Lucy E. Ruddy	B8 A7 B7	3	1	1st Jan. '89	80

SCHOOL DIRECTORY FOR 1886–1887.—*Continued.*

DISTRICT No. 6. Depot School. Railroad and Chavez Sts.	Grades and Classes.	Years of Exper'ce.	Years in L. A. City Schools	Grade of Certificate and Date of Expiration.	Monthly Salary.
19. Miss Nellie Henry.....	B2 A1 B1 D'ble Session	5	2	1st June, '87	$100
20. Miss Jennie C. Gould . ..	A3 B3 A2	12	0	1st Dec. '88	70
21. Miss Margaret Blake	A4 B4	6	0	1st Jan. '91	75
22. Mrs. Margaret J. Frick.. (Principal).	A5 B5	11	1	1st July, '89	100
DISTRICT No. 7. Amelia Street School, Bet. Lazard and Weill Sts.					
23. Miss M. E. McGraw	A1 B1 D'ble Session	5	1	2d June, '88	100
24. Miss E. M. Snyder.....	A3 B3 A2 B2 D'ble Session	16	1	2d Jan. '89	100
25. Miss Lizzie A. McMillan..	A4 B4	5	0	2d Jan. '89	70
26. Miss Addie Murray, Prin..	B7	23	3	L D	100
DISTRICT No. 8. Garey Street School, Garey St., Near First.					
27. Miss Emma B. Wait.....	A1 B1	13	5	1st June, '89	80
28. Miss Minnie S. Baxter ...	A3 B3 B2	3	3	2d June, '87	75
29. Mrs. Julia Hornback	A5 B5	6	0	1st Jan. '91	80
30. Miss Lettie A. Bowers, Prin	A6 B6	5	1	2d June, '88	100
DISTRICT No. 9. Seventh Street School, Seventh and Lemon Sts.					
31. Miss Maggie Tracy	B4 A3 B3 A1 B1	7	0	1st July, '89	75
DISTRICT No. 10. Castelar Street School Castelar and College Sts					
32. Miss L. F. Keller..... ..	B1 D'ble Session	10	3	1st Sept. '87	100
33. Miss Adeline Verhave	A2 B2 A1 D'ble Session	2	2	1st May, '90	90
34. Mrs. F. J. Fitz Gerald, (Ass't Principal.'	B4 A3	13	0	1st Jan. '91	80
35. Mrs. C. G. DuBois, Prin..	A5 B5 A4	25	14	L D	100

SCHOOL DIRECTORY FOR 1886-1887—*Continued.*

DISTRICT NO. 11. Temple Street School. Temple, west of Figueroa St.	Grades and Classes.	Years of Experience.	Years in L. A. City Schools.	Grade of Certificate and Date of Expiration.	Monthly Salary.
36. Miss Mattie V. Paul	A1 B1	6	1	2d Jan. '89	$80
37. Miss Lucy D. McConnell..	A3 B3 A2 B2	3	2	2d July, '88	70
38. Miss Fannie P. Wright...	B5 A4	4	1	1st Jan. '89	80
39. H. D. Burnett, Principal..	A6 B6 B4	11	3	L D	100
DISTRICT No. 12. Central School, Sand Street.					
40. Miss Grace Murdoch	A1 B1	7	2	1st Jan. '89	80
41. Mrs. M. M. Hewes..	A2 B2	16	3	1st May, '88	80
42. Miss Cora S. Slack..... Ass't Principal.	A3 B3	12	1	1st Dec. '90	90
43. Miss Mary I. Brown	A4 B4	9	0	1st Oct '90	80
44. Mrs. Ella H. Enderlein ..	A5 B5	16	8	2d July, '88	80
45. Miss Christine Muller ...	A6 B6	1	0	1st	70
46. Miss Regina Weinshank ..	A7 B7	7	5	1st June, '89	80
47. Amos W. Plummer, Prin	A8 B8	10	0	1st June, '89	110.
DISTRICT No. 13. Pearl Street School, Between Fourth and Fifth Sts					
48. Mrs. Martha A. White ...	1st, 2d, 3d & 4th Grades.	11	0	1st Jan. '91	80
DISTRICT No. 14. Normal Primary, Normal School Building.					
49. Miss Clara Stoltenberg ...	B2 A1 B1	2	2	1st June. '90	85
50. Miss Fannie H. Quesnel .	A3 B3 A2	2	0	1st June, '89	85
51. Miss Martha M. Knapp . . Principal.	B5 A4 B4	6	4	1st Oct. '90	90
DISTRICT No. 15. Spring Street School, Between Fifth and Sixth Sts.					
52. Mrs. N. F .W. Pond.....	A1 B1 D'ble Session	19	5	L. D.	100
53. Miss Clara Bruere.....	B2 A1	10	1	1st July, '89	80
54. Miss Maggie Desmond....	A2	8	7	1st Feb. '90	80
55. Miss Mattie H. Wilson..	B3	4	1	1st July, '87	75

SCHOOL DIRECTORY FOR 1886-1887—*Continued.*

DISTRICT No. 15. Spring St. School—Continued.	Grades and Classes.	Years of Exper'ce.	Years in L. A. City Schools.	Grade of Certificate and Date of Expiration.	Monthly Salary.
56. Miss Birdie V. Cannon ...	A3	4	4	2d June, '88	$ 75
57. Miss Mabel Rorick	B4	2	0	1st Jan., '90	60
58. Mrs. M. A. P. Smith..... Ass't Principal.	A4	14	9	2d Aug., '88	90
59. Miss Nellie F. Ray.....	A5 B5	6	4	1st July, '88	80
60. Miss Cecilia Auld	B6 A5	10	2	1st Jan., '89	80
61. Miss Adelle Nichols	B7 A6	6	3	1st July, '89	80
62. Miss E. J. Gibson.....	A7 B7	17	5	L. D.	80
63. W. F. Bray, Principal ...	A8 B8	19	2	L. D.	120
High School.					
64. Mrs. M. L. Chapman.....	Sub-Junior.	10	3	H. S. Dec., '91	100
65. Miss Florence A. Dunham.	Sub-Junior.	14	3	H. S. Jan., '92	105
66. Miss Lizzie A. Packard ...	Senior, Middle & Junior.	11	11	H. S. May, '90	110
67. Fred. H. Clark, Principal	Senior, Middle & Junior.	4	3	H. S. Jan., '90	120
DISTRICT No. 16. Eighth Street School, Eighth and Charity Sts.					
68. Mrs. Mary E. Garbutt.... Ass't Principal.	A1 B1	15	1	1st Jan., '88	90
69. Miss May Holmes.....	A2 B2	7	2	2d July, '88	75
70. Miss M. A. Parmalee	A3 B3	2	0	1st July, '89	60
71. Miss Anna Harris	A4 B4	3	3	1st June, '90	75
72. Miss Sara C. Reese.....	A5 B5	6	6	1st May, '88	80
73. Miss Minnie Devin	A5 B6	2	0	1st June, '89	65
74. Miss M. Helen Wooster...	A6 B7	13	2	H. S. June, '92	80
75. Miss A. Genevieve Sharpe.	A7 B7	10	0	1st Jan., '91	75
76. Miss Margaret K. Scott... Principal.	A8 B8	15	3	L. D.	110

SCHOOL DIRECTORY FOR 1886–1887—*Continued.*

DISTRICT No. 17. Montgomery St. School, Montgomery and Georgia Bell Sts.	Grades and Classes.	Years of Experience.	Years in L. A. City Schools.	Grades and Classes.	Monthly Salary.
77. Miss Eva N. Holt.....	A3 B3 A2 B2 A1 B1 D'ble Session	10	4	2d June, '88	$100
78. Mrs. M. H. Swift, Prin...	B5 A4 B4	25	2	1st June, '90	80
DISTRICT No. 18. Morris Vineyard School, Pine St., west of Hill St.					
79. Miss Nettie Getchell.....	A2 B2 A1 B1 D'ble Session	6	5	1st May, '90	100
80. Miss Emma Fleishman...	B4 A3 B3	2	0	1st May, '90	65
81. Miss Tonise A. Williams...	A5 B5 A4	2	0	1st July, '89	75
82. Geo. D. Howland, Prin...	A6 B6	4	0	1st Jan, '89	100
DISTRICT No. 19. San Pedro St. School, Near Washington St.					
83. Miss Jennie L. Curtis ...	1st, 2d, 3d & 4th Grades. D'ble Session	2	0	1st Jan., '89	90
84. Mrs. C. P. Bradfield..... Principal of Drawing.	All	21	5	Special.	120
85. L. B. Lawson..... Principal of Writing.	All	11	0	Special.	100
86. Miss Agnes M. M. McLean Substitute.		6	4	2d June, '87	75

JANITORS.

Janitors' warrants are drawn in the names of the Principals, at the rate of $5.00 per month per room.

The rooms in District No. 14 are rented with janitor's services included.

The janitor of District No. 15 pays an assistant out of his salary.

		PER MO.
1.	M. C. Bettinger	$ 5 00
2.	A. E. Baker	40 00
3.	Miss M. C. Hale	20 00
4.	Miss Jeanne Ross	5 00
5.	Miss Jessie Frater	20 00
6.	Mrs. M. J. Frick	20 00
7.	Miss Addie Murray	20 00
8.	Miss Lettie A. Bowers	20 00
9.	Miss Maggie Tracy	5 00
10.	Mrs. C. G. DuBois	20 00
11.	H. D. Burnett	20 00
12.	A. W. Plummer	40 00
13.	Mrs. M. A. White	5 00
15.	W. F. Bray	90 00
16.	Miss M. K. Scott	45 00
17.	Mrs. M. H. Swift	10 00
18.	George D. Howland	20 00
19.	Miss Jennie L. Curtis	5 00
20.	A. A. Henry, General Janitor	90 00

PRESIDENT'S REPORT.

To the Board of Education of the City of Los Angeles :

GENTLEMEN :—In view of the earnest and conscientious work you have so faithfully performed during the year just closing, it seems almost unnecessary for me to report upon it. We know how little attention the general public give to the details of our Public School Department: and although we were chosen for the purpose of conducting it, and accepted the responsibility as an act of good citizenship, our labor would have been lightened could we have aroused a more general public interest in the conduct of its affairs.

We have to thank the City Council for doing its utmost to help us by giving all the law allowed in money, and in other ways doing all we have asked.

Conpled with the prospective revision of our City Charter, we may reasonably hope for such enactments by the next Legislature as will, during the next year, enable the Board to raise sufficient money with which to creditably conduct our schools and construct all the buildings and improvements needed. We have added fifteen new school-rooms to our accommodations, and now find the whole number insufficient to properly accommodate all the pupils. The marked improvements in the plans and interior arrangements of the houses erected, their thoroughly substantial construction, good ventilation, and the attention given to the admission of sunlight, are matters for congratulation. Neatly constructed sheds have been placed in the rear of all new and some of the old houses. They are designed for shade and a place for lunching, and the wash-sinks all having been moved from the school-rooms and halls to these sheds, the arrangement has proved an excellent one.

The moving of the large Central School-house (8 rooms) 80 by 100 feet, across and along four streets—a part of the

way at an elevation of thirty feet above the side-walks and street-car tracks—to its present location on Sand Street, was carefully done, and it will be ready for use about the first of February. A small dwelling house has been built at Boyle Heights School, for the use of the janitor. It seems to me similar houses should be built on every lot where there is a school-house of four or more rooms, and be constantly occupied by the janitor. The protection thus given to our buildings, trees, fences and grounds against hoodlums and other trespassers will doubtless more than repay the cost.

The introduction of a modified form of the Kindergarten in our Primary Schools promises good results. The matter of sewerage has been dealt with by our Committee on "Buildings and Repairs" so intelligently that there is no further reason for complaint. More should be done to beautify our grounds. Some of them look shabby and neglected. Pupils coming from squalid homes—and they come from such in all cities—should be taught lessons in neatness and order *outside* as well as inside the school-room. Let us not in any way be guilty of encouraging any pupil to grow up into a slipshod citizen or neighbor.

If the city continues to grow in the coming year, as it has in the present one, there will be needed at least twenty new school-rooms, not counting the needs of the High School. Under the law, it is the duty of the Board to provide these: how, except upon the fruition of the *hope* before expressed, is beyond my knowledge. Let us be glad, however, that we are not in debt. So rapid has been the growth of the department that the General Janitor has been obliged to have an assistant a part of the time. I suggest that he be regularly furnished one: thus avoiding unpleasant delays in making repairs and insuring a more careful watchfulness of our school property. I also suggest that some centrally located and some suitable room or rooms be set apart and properly fitted up for a janitor's repair shop and storage room, and that supplies of all kinds be bought more nearly at wholesale. In some instances attempts have been made to get from us extortionate prices on small orders for supplies.

The urgent demands of the Primary and Grammar Schools

exhausted so nearly all of our building fund that we were obliged to postpone the erection of a High School building on the lot purchased for that purpose (corner Fourth and Los Angeles Streets) after excellent plans had been adopted. This would be a matter of very serious regret, if the course of study pursued in our High School were a good deal more nearly what the spirit of this age of intelligent and enlightened civilization demands. The agriculturist no longer cultivates his field with a wooden plow. So we, in the light of modern thought and advancement, should depart from the old priestly idea of education in the Public School—keeping closer to the needs of the common people. Too many of our young boys are in the streets during school hours. The duty of a good government being to *prevent* idleness and crime, quite as much as to punish them, our schools should be made more attractive to the average pupil. We have good teachers, but we require them to use so many different text books, and hear so many recitations in the time given, that their work is far from satisfactory to themselves, or as profitable to the pupils as it should be. One of onr excellent teachers has suggested the extension of the Grammar School course one or two years—as our schools are still open to the charge of "cramming." This we can hardly do for want of sufficient accommodations.

As public officers, having in charge a sacred public trust, we care but little for the shoddy opinion of those who think their children disgraced by association with the children of the poor; or for that of the religious bigot—who fears contamination by association with other sects in our schools; or for that of the stupidly unintelligent who are *opposed* to the Public School. If we keep abreast of this progressive age, and take good care that the foundation of a Common School Education is not crushed by a top-heavy and too ornamental superstructure, we shall have the support and thanks of a large and respectable majority: which majority is beginning to question how far the public shall go in the use of public money to sustain the Public School—whether, in short, the High School should not be mainly *a school for review*, with physical and industrial training: in which the rudiments of

mechanics, sewing and cookery be taught—and properly to both boys and girls—so that, in after years, all the graduates from it shall be able to repair a broken fence, decently mend a torn garment, and prepare for their children such food as will not make dyspeptics of them. Let us study this question, as members of the Board if we remain on it, and as citizens if we retire from it.

Respectfully submitted,

C. N. EARL.

December 23, 1886.

SECRETARY'S REPORT.

To the Board of Education of the City of Los Angeles—

GENTLEMEN:—I herewith submit to you a statement of the Receipts and Expenditures of the Board, for the year ending October 31, 1836.

RECEIPTS.

1885.					
Nov.	1.	To Balance			$5,993 14
Nov.	13.	" Apportionment City Fund			2,474 00
Dec.	9.	" Warrant, 4,419, Canceled		$80 00	
Dec.	9.	" " 4,538, "		45 00	
Dec.	9.	" " 4,539, "		42 50	
Dec.	9.	" " 4,540, "		42 50	
Dec.	9.	" " 4,587, "		10 00	
Dec.	9.	" Account Sale, Central School Lot		13,000	
					13,220 00
Dec.	18.	" Apportionment City Fund			390 00
1886.					
Jan.	13.	" Apportionment County Fund			18,000 00
Jan.	26.	" Tuition, Non-Resident Pupils			16 00
Feb.	6.	" " " " "			29 00
Mar.	5.	" Apportionment State Fund		32,438 64	
Mar.	5.	" Apportionment Library Fund		250 00	
					32,688 64
June	1.	" Warrant Account Sale, Central School Lot			38,000 00
July	6.	" Apportionment County Fund			3,369 12
Aug	3.	" Apportionment State Fund			10,353 00
Sept.	18.	" Rebate on Insurance Policies			53 15
					$124.586 05

EXPENDITURES.

By Real Estate	$4,600 00
" New Buildings	24,147 98
" New Furniture	613 83
" Repairs and Labor	3,297 65
" Insurance	770 60
" Supplies	4953 29
" Water	169 85
" Rent	612 50
" Plumbing	73 35
" Printing	155 10
" Library	597 99

EXPENDITURES—Continued.

By Teachers' Salaries	$ 57,078 61
" Janitors' Salaries	3,931 25
" Architect's Fees	787 72
" Census Marshal	302 25
" Tuition, Non-Residents	200 00
" Moving Central School Building (on account)	3,100 00
	$105,391 97
1886.	
Nov. 1. By Balance	19,194 08
	$124,586 05

In submitting this report, I beg leave to call your attention to the fact that no reference is made to apportionments from the City Fund, made in the months of August, September and October, 1886, no official notice having been given by the City Clerk or City Treasurer. There appears to be no law by which they, or either of them, are required to furnish such information. Hence it falls to your Secretary to learn these facts as best he may, and not until November was he made aware of such apportionments, at which time they were carried into the accounts for that month.

Respectfully submitted,

F. S. GRAHAM,

Secretary.

SUPERINTENDENT'S REPORT.

To the Board of Education:

In compliance with your rules, I herewith present my annual report of the schools of the city for the school year ending June 30, 1886.

The subject which first demands my attention as well as that of yourselves and every citizen, is the crowded condition of our schools. We are at the present time (January, 1887,) conducting thirteen double sessions. A double session is composed of two schools taught for half a day each by one teacher. These pupils work under two disadvantages: they get fewer hours in school and less thorough instruction while there, on account of the overworked condition of the teacher which necessarily follows.

It has become necessary, this year, for the reason given above, to allow the High School pupils only half-day sessions. Notwithstanding the additional rooms erected during the past summer, the department is still sadly in need of about twenty-four rooms, as follows: thirteen to accommodate the double sessions, three for the High School and eight to take the places of rooms which, for the sake of decency, to say nothing of comfort and the influence on children; ought to abandoned. The cause of this state of affairs is easy to find—it is lack of funds. The department *absolutely needs* during the coming summer, for the purpose of buying ground, erecting buildings and furnishing them, $100,000.

How shall the money be obtained? Will not every citizen who reads this urge our legislators to give us laws by which bonds may be issued or some other means provided for relief?

The lack of funds for the past three years has caused each school year to be shortened, and, as a consequence, all classes are behind the course of study.

The removal of the Central school building (and its consequent disuse for the past four months,) made it necessary to

conduct the schools of that and the Spring street districts on half-day sessions. Of course they could not keep pace with the work laid down for them under such circumstances; and as these two districts compose one-fourth of all the schools in the city, it has been thought best to omit the semi-annual promotions at the middle of the present school year, and thereby enable all classes to come up even with the course of study.

Semi-annual promotions are considered a success, and will be continued at the end of the year; for it is only by this method that the schools of a city—growing as rapidly as ours—can be properly graded and kept in good graded condition.

The growth of the city is phenomenal, as the following shows:

Population by U. S. census of 1880, -	11,183.
Estimated population, (Jan. 1887) -	40,000.
School population in 1880, - - -	3,200.
School population in 1886, - -	6,050.

ATTENDANCE.

The attendance in all the schools during the past year has been exceptionally good—there having been no epidemic sickness of any kind to interfere. The rate of attendance on the average number belonging was 95 per cent., reaching some months as high as 97 per cent.

The number of children in the schools, compared with the number of school age, is not so great as it should be, to insure as good citizens as might be made of certain classes. Yet, if the compulsory law of attendance were enforced, there would be two thousand children of school age in this city who could not be accommodated.

TARDINESS.

It is a lamentable fact that we are a tardy people in many ways and on many occasions. How shall the habit be broken? Can it be broken? We believe if children are taught to be punctual at school, much of the tardiness now so annoying at churches, concerts, dinners, business engagements, etc., would be much lessened.

Something is being done to lessen the number of cases of tardiness in the schools, as the following comparisons will show:

Number of pupils enrolled in 1884, - -	3,479.
Number of cases of tardiness in 1884, -	9,189.
Number of pupils enrolled in 1885, - -	4,111.
Number of cases of tardiness in 1885, - -	9,195.
Number of pupils enrolled in 1886, -	4,670.
Number of cases of tardiness in 1886, -	7,256.

These figures show that while the number of pupils enrolled is increasing, the number of cases of tardiness is decreasing.

These results have been brought about by the united efforts of the teachers, supplemented by stringent rules on the subject.

Six tardy marks, unexcused, will suspend a pupil temporarily from school. A second suspension is permanent. We feel that one thousand tardy marks per year would be a great many, and we hope to reduce the number very materially in the future.

LIBRARY.

The city school library now contains 2,500 volumes, some of which, however, are much in need of rebinding. About $250 per year has been spent on the library, but this sum is not sufficient to keep the books in repair and supply any great number of new ones.

There should be at least $500 per year provided for this very important branch of our educational system.

The plan of keeping the books all in one central place has not proved satisfactory, because many of the suburban districts do not have ready access to them, and besides, many of the books are lost when taken out. The plan now is to distribute the books, pro rata, among all buildings, have the Principal receipt for them, and act as librarian for his building. When one building has read the books assigned them—until they cease to be interesting, they may exchange with another building of the same size.

NIGHT SCHOOLS.

There is quite a demand for night schools in the city, owing to the number of persons of school age who work during the day, yet are desirous of obtaining an education. We

are often called upon to admit pupils to school for half a day —in order that they may work the other half day.

Night Schools should be established; yet I see no way to do it until more funds can in some way be provided.

TEXT BOOKS.

The number of text books required for the course of study impresses me as being too great. Teachers are hampered—by being compelled to follow, in many subjects, an inferior text. I would cite spelling as an example. Spelling should be taught at all times and in all subjects. There is no need of a spelling book, with so many words assigned to be learned each day. Many of the words are never seen again by the children, and they get no idea of their meaning and use when they do see them, because there are so many other things in the course of study that they must hasten on to get a smattering of something else, and the result is they know nothing well. As well might a person eat potatoes, then eat salt to season them.

The number of subjects in our school curriculum is too great, with a tendency to increase them; and the number of text books too great for the number of subjects. Our teachers would be stronger if they were made to rely more on their own resources, rather than on the text before them. Then would we have more real teaching and less hearing of lessons by rote.

WRITING.

The writing in our schools was thought to need special attention, and, at the beginning of this school year, the Board employed a special teacher for the subject, instead of a music teacher, in as much as there was not money enough to employ both.

The results, so far, are made known by Mr. L. B. Lawson, the principal of writing.

REPORT OF PRINCIPAL OF WRITING.

W. M. Friesner, Superintendent of Public Schools—

DEAR SIR:—In submitting this report of my department, I can but express a wish that it might have been made nearer the close of the school year, when I am confident that much progress, which is now transitory and prospective might be included as accomplished.

On assuming the duties of my special work, I found the writing of the pupils in a condition usual in the public schools —good, bad and indifferent; the disparity being due, in a measure to individual interest, but, generally, to a lack of muscular drill, bad position and an improper method of holding the pen.

My efforts from the first, through all the grades, have been to correct these defects; believing that good position, proper pen-holding and a free and natural use of the muscles employed in writing are, if not the essence, at least the foundation of all excellence in meritorious penmanship.

To gain this vantage ground, much of the time for writing has been devoted to the practice of exercises calculated at once to wear out bad habits and give a ready energetic command of the pen. The results thus far obtained are very gratifying, and that they will be more so is best assured by the continued interest the pupils manifest in their writing.

Some of the best work, I believe, is being done in the primary rooms, where little hands are trained to use the pencil with the grace so becoming youth.

In this connection, it may be proper to state that pupils in the first grade are not allowed to use the left hand in writing —not that a person cannot learn to write as expertly with the left hand as with the right, but because of the inconvenience which attends writing with the left hand, and also because the excuse given by left-handed pupils for not using the right —"Can't write with it"—is equally true of the left. We find they soon learn to write with the right hand altogether.

Excepting the Highland View, Pearl, San Pedro and Seventh Street Schools, which I have visited once in two weeks, I have taught in all other public schools in the city once every week, teaching in each room from fifteen to thirty minutes, according to grade. In addition to general instruction from the blackboard, I aim in each lesson to inspect each pupil's work, illustrate the execution of copy by writing for each pupil and give suggestions as seem to be required..

The plans of a specialist depend for success, however, on the efforts of the regular teacher, and I take this opportunity of expressing the obligations I am under to all the teachers for their hearty support and co-operation.

Respectfully submitted,

L. B. LAWSON,
Principal of Writing.

The reports of the Principals of Drawing and of the High School are here submitted.

REPORT OF PRINCIPAL OF DRAWING.

To W. M. Friesner, Superintendent of Schools—

SIR :—In making my report to you, I can say with pleasure that the drawing is every year making greater progress. Pupils entering the grammar grades, from the primary, show the effects in their work of the faithful drill given them in drawing, and demonstrate the fact that the principles of design can be taught to young children. The pupils from the grammar grades going into the High School are also well prepared, so much so, that to do our work as it should be done, we greatly need a drawing room, especially adapted for the purpose, with casts, objects, models, etc. for drawing.

In the primary grade, modelling in clay is being tried in the three rooms. It promises so well that I hope soon to have it in every primary school in the department, thus teaching the children in those grades to make their own objects to draw from. This is work that the little people greatly delight in, and not to be allowed a piece of clay is considered a great punishment.

Especial attention is paid in every grade to designing; commencing in the B 2 with combinations of straight lines and squares; the work progresses in its various stages of development through the grammar grades and High School. Most artistic and finished work is produced, drawn in such a manner as to be used by the manufacturer. Object drawing is begun as soon as the child can be made to see the form of things, and very young children will draw objects that they are familiar with, as a top, the bell, a boy's cap, a basket, etc. with a surprising degree of accuracy. If, in addition to our drawing, each school building had appliances with which the pupils could make objects from their drawings, thus practically working out many of their own designs, it would result in developing a great deal of latent talent, and turn the attention of many to occupations that would last them through life. As plant form enters so largely into all kinds of design, if the children in the primary and grammar grades could be taught something of botany, thus becoming familiar with plant life, it would aid greatly in the study of design. The experiment tried last year in one school—by which children were taught to draw the bug itself in connection with their lesson—showed this to be the true way to teach entomology, botany and kindred subjects.

Believing that children should be taught properly from the start, and finding, from many years' experience, that the coarse and heavy lines—which invariably are the result of using the slate and pencil in drawing, giving the child a harsh touch, which in some cases is never wholly eradicated even after months of use of the pencil and paper—we have discontinued their use, and place in the hands of the smallest children the blank drawing book and lead pencil.

The drawing is taught by the regular teacher of each class, under the supervision of the drawing teacher who instructs in the High School, and also at regular times in the school month, aids the regular teacher in every grade and school in the city.

I would like to express my gratification at the manner in which the teachers in all grades have carried out my ideas,

and also at the progress they themselves have made in the study of design.

DIRECTIONS FOR ALL CLASSES.

The pupil should sit facing the desk, both feet on the floor, shoulders back, head up, holding book or paper with left hand. Hold the pencil so that the point projects beyond the end of the forefinger an inch or an inch and a half, according to the size of the hand.

Pencils should be long, well pointed and used for drawing only. The edge of the book or paper should be parallel with that of the desk. In drawing curves, turn the book. Do not measure or rule. Erase only at the order of the teacher.

Drawing is easily taught when the teacher studies and practices each lesson before entering the school room, and is up and about among the pupils—knowing what each is doing.

Great attention is paid to dictation exercises and blackboard work. In dictation exercises, either at blackboard or on paper, *never* allow the eraser to be used. Dictate rapidly, and do not repeat in case mistakes are made; the pupil will soon find that strict attention is necessary, and better work will be done at the first trial than by repeated erasing and commencing.

At the blackboard the pupils should stand squarely upon both feet, and in a position to keep the work in its progress before them. In all drawing, keep the eye upon the point to be reached—not on the pencil or crayon.

Examinations are given in memory drawing at regular intervals.

Bartholemew's System is used as a basis for our drawing, and I have found Dixon's M., inserted rubber, to be the best pencil for ordinary work.

Respectfully,

CORDELIA P. BRADFIELD,
Principal of Drawing.

Report of the Principal of the High School.

W. M. Friesner, Superintendent of City Schools—

DEAR SIR:—The hopeful assurances for the High School with which the last school year closed, I am sorry to say, have hardly been realized. As long as the lower schools of the city are crowded, the High School must not expect much pecuniary relief. There is no reason, however, why the position of the school in public education may not be clearly understood. Its material difficulties make a stronger necessity that it should have a sure aim and a direct purpose in whatever it undertakes.

This is no opportunity for extended argument, but good may result from the plain statement of questions. The existence of a public high school pre-supposes a public sentiment in its support. The decision as to what the school shall undertake must rest with a consideration of the needs of the pupils it receives The fact that great numbers enrolled in grammar grades never persevere to enter upon the studies of the high school, although it should largely determine the nature of grammar school studies, does not affect the question of what pupils in the high school should do.

For the great majority of our pupils the high school is their last opportunity for systematic study. A few may be expected to pass on to college halls; but the greater number, when they go from our doors, close the book of knowledge to open it only at leisure moments, at this point or that as chance or fancy may direct, with no one to explain the obscure passages or to fill up the gaps. There is then the strongest need that in these years, before the inquisitiveness of youth has cooled, there shall have been formed the student's habits and aims.

Granted, that there is a need for a public institution that shall teach trades to boys and household duties to girls, still it is true that any such requirements are utterly foreign to the purpose of a high school. Such an institution may with wisdom and with some especial advantages be incorporated

with a high school, but even then the aims of the two departments would be distinct. The work of the high school is education between certain limits. The teaching of a trade, although equally valuable and necessary, is not education. The work of the high school is not to repeat that of the grammar school, for until pupils have met the requirements of the grammar school course they have no right to places in the high school. To regard a high school as a college and to apply the name of college to a high school is simply a misuse and confusion of the terms. Between the departments of the grammar school and the college lies the field of the high school.

The importance of studies must be rated according to their educational value. With this as an acknowledged foundation, there ought to be no great hesitation in deciding upon the nature of the necessary studies. The whole history of the world comes forward to aid us. Men have become educated generation after generation by the study of literature, mathematics, the classical languages, science, and history. Neither driving nails or keeping accounts is to be slighted, for both are most honorable and necessary. The power of introspection, of critical deliberation, freedom from prejudice, a regard for truth for its own sake are among the qualities of an educated man. Does any one doubt that there is a sad lack of such qualities in the world? Would any one question that the stability of our State demands just such qualities in her citizens? If then the work of high schools is in the line of this education, who shall say that our State, everywhere prosperous, or our city, flourishing beyond all precedent, is too poor to bear the burden? Our school needs much to facilitate its work, but in teachers and pupils alike there is a spirit of earnest endeavor and a desire to make the best of what they have that are most encouraging for the future.

Respectfully,

FRED H. CLARK,

Principal of High School.

TEACHERS.

No matter what other methods, systems, apparatus or appliances a school department may possess or use, good schools can not be made without good teachers. A good teacher will always conduct a good school, and a better or a best one with an ample supply of furnishings and apparatus. Owing to our lack of funds, the department is not in possession of as much nor as good apparatus as could be profitably used.

I am glad to note here the desire which exists on the part of the School Board to employ only first class teachers, no matter from whence they come. The only questions asked are, "Is he or she a good teacher, and of good moral character?"

The supply of first class teachers is not always equal to the demand, because the Board will only elect on personal application. About twenty-five teachers are required annually to fill vacancies and supply new schools. If strictly first class teachers can afford to come here and wait from one to six months, and do substitute work, they will have little trouble in securing good positions at paying salaries. The school year averages nine months, and the average salary is $85 per month.

CERTIFICATES.

Certificates to teach were formerly issued by a City Board of Examination. Since its abolition, all certificates are issued by the County Board of Education. This arrangement is considered satisfactory, except that the County Board does not meet often enough for the convenience of all concerned—they meeting only twice per year—the first week in January and the third week in June. Persons from other States are exempt from examination only on possession of a State Life Certificate or a State Normal Diploma. One year's successful actual teaching is required before employment in the city.

Persons writing for further information will be answered if they inclose a stamp.

CONCLUSION.

The statistical tables which follow are self-explanatory. Laboring, as we have, under some disadvantages, we have

tried at all times to do our plain duty, and the past year is not without its encouragements and satisfactory results.

To the Board of Education, Teachers, General Janitor and patrons of the schools, I extend sincere thanks for the support given me.

Respectfully,

W. M. FRIESNER.

Table No. 1.—Census Marshal's Reports, Etc., Etc.

	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886
No. of White Children between 5 and 17 years of age	2614	2715	2775	2972	3175	3579	4085	4275	5070	5544	5990
No. of Negro, Indian and Chinese Children between 5 and 17 years of age	35	30	35	29	27	41	79	55	58	40	60
Total number of Census Children	2649	2745	2810	3001	3202	3620	4164	4330	5128	5584	6050
No. of Children under 5 years of age	898	1025	1100	1220	1028	1228	1184	1446	2369	2576	2731
No. of Children between 5 and 17 years of age who have attended public schools during the year	1262	1405	1447	1404	1522	2098	1819	2495	2976	3417	3877
No. of Children bet. 5 and 17 years of age who have attended private schools only during the year	474	313	338	366	385	518	651	502	611	762	747
No. of Children between 5 and 17 years of age who have not attended school during the year	912	984	1014	1211	1289	988	1616	1307	1504	1405	1416
No. of Pupils enrolled in the public schools	1641	1766	1730	1776	1754	1924	2234	2975	3479	4111	4680
No. of Teachers employed	19	21	25	27	28	29	33	43	49	66	86
Average number of Pupils per Teacher	86	84	69	66	63	63	68	69	71	63	57
Cost per capita on total enrollment	$17 63	.....	$15 05	$16 28	$15 79	$14 39	$18 41	$16 06	$15 32	$16 66	$16 53
Cost per capita on average enrollment	35 50	.....	24 27	24 79	24 19	22 09	29 29	25 37	22 75	23 08	23 81
Cost per capita on average daily attendance	35 70	.....	26 39	26 91	26 14	23 85	30 91	26 83	24 38	24 27	25 15

TABLE No. 2.—STATISTICS FOR SCHOOL YEARS, 1884–1885.—1885–1886.

BUILDINGS.	Total Enrollment.	Average Enrollment.	Average Attendance.	Per Cent. of Attendance.	Tardy Marks.	Total Enrollment.	Average Enrollment.	Average Attendance.	Per Cent. of Attendance.	Tardy Marks.
No. 1. Highland View School	58	39	37	95	278	53	38	36	95	111
" 2. Hellman Street School	348	215	201	94	555	293	186	176	95	323
" 3. Griffin Avenue School	158	103	97	94	437	342	192	183	95	218
" 4. Brooklyn Heights School	90	50	49	98	69	71	44	43	97	26
" 5. Boyle Heights School	131	85	82	93	239	201	118	112	94	365
" 6. Railroad Street School	337	192	181	94	970	379	196	183	94	311
" 7. Amelia Street School	....	....	....	....	....	302	147	141	96	145
" 8. Garey Street School	479	306	288	94	396	430	217	206	95	175
" 9. Seventh Street School	73	48	45	94	239	63	40	37	93	250
" 10. Castelar School	415	217	207	96	539	413	220	210	95	514
" 11. Temple Street School	76	47	43	91	325	148	75	69	92	269
" 12. Central School	535	369	353	96	892	710	385	369	96	591
" 13. Pearl Street School	56	39	37	94	105	63	32	29	94	215
" 14. Normal Primary School	162	119	115	96	308	272	159	152	96	346
" 15. Spring Street School	790	556	532	96	1466	867	509	488	96	822
" 16. Eighth Street School	456	290	279	96	730	519	305	289	95	1059
" 17. Montgomery Street School	132	75	70	94	465	93	49	45	93	420
" 18. Morris Vineyard School	63	37	35	95	106	345	173	163	94	390
" 19. San Pedro Street School	75	44	41	93	173	71	38	36	94	76
" 20. High School	175	136	130	96	903	143	115	109	95	634
	4609	....	....	....	....	5878	....	....	....	....
Less Transfers	498	....	....	....	....	1198	....	....	....	....
Total	4111	2967	2822	95	9195	4680	3249	3076	95	7256

TABLE NO. 3.—SUMMARY OF TEACHERS AND SALARIES.

	1884–85.	1885–86.	1886–87.
Number of Male Teachers employed	6	8	9
Number of Female Teachers employed	60	66	78
Average Monthly Salary of Male Teachers	$108.33	$102.14	$104.44
Average Monthly Salary of Female Teachers	82.66	84.70	94.87
Average Monthly Salary of all Teachers	85.00	86.39	85.95

TABLE NO. 4.—NAMES, LOCATION AND CAPACITY OF BUILDINGS, AND ESTIMATED VALUE OF PROPERTY—1886-87.

Number of District.	Name of School	LOCATION.	Size of Lot.	No of Rooms	Number of Desks.	Value of Lot.	Value of Buildings.	Value of Furniture, Apparatus and Library.	Total Value.	Date of Erection of Building.
1	Highland View..	Cor. Cypress and Arroyo Seco Avenues...	150x200	1	49	$ 500	$ 1,650	$ 250	$ 2,400	1884
2	Hellman Street..	Hellman Street, near Downey Avenue ..	⅔ acre	8	374	4,000	12,000	2,000	18,000	1886
3	Griffin Avenue..	Griffin Avenue, bet. Mozart and Darwin ..	110x330	4	202	2,000	4,000	1,000	7,000	1882
4	Brooklyn H'ts...	Macy, Bridge and Brooklyn Streets.	1¼ acre	1	54	1,750	500	150	2,400	1875
5	Boyle Heights...	Cor. New York and Boston Avenues	148x180	4	192	2,000	10,000	1,000	13,000	1886
6	Depot.....	Railroad Street, near Chavez....	150x200	4	193	2,000	6,500	1,000	9,500	1884
7	Amelia Street....	Amelia Street, bet. Weill and Lazard Sts...	139½x150	4	195	2,800	10,000	1,000	13,800	1886
8	Garey Street.....	Garey Street, near First.....	120x240	4	205	3,000	5,000	1,000	9,000	1876
9	Seventh Street...	Cor. Seventh and Lemon Streets	150x170	2	60	1,500	3,000	400	4,900	1884
10	Castelar.....	Cor. Castelar and College Streets.....	120x245	4	198	5,000	6,000	1,000	12,000	1882
11	Temple Street ...	Temple Street, bet. Cincinnati and Water..	103x205	4	202	3,000	10,000	1,000	14,000	1886
12	Central.	Sand Street.....	153½x219	8	395	6,000	15,000	2,000	23,000	1872
13	Pearl Street.....	Pearl Street, bet. Fourth and Fifth Streets.	120x165	1	45	3,000	500	100	3,600	1882
14	Normal Primary	In Normal School Bld'g, Fifth and Charity.	.....	3	148	.....	.....	750	750	....
15	Spring Street.	Spring and Fort, near Fifth.....	120x330	12	571	48,000	39,000	3,000	90,000	1884
16	Eighth Street.	Cor. Eighth and Charity Streets.....	240x165	9	434	8,000	12,000	2,000	22,000	1877
17	Montgomery St..	Cor. Montgomery and Georgia Bell Streets.	1¼ acre	2	91	4,000	1,000	200	5,200	1875
18	Morris Vineyard	Pine Street, bet. Hill and Charity..... ..	100x240	4	192	4,000	6,400	1,000	11,400	1885
19	San Pedro St	San Pedro Street, near Washington.....	1 acre	1	56	2,000	500	100	2,600	....
20	High School.....	In Spring Street Building	* 150x150 150x90	2	107	4,000	.....	.....	4,000	....
			.....	82	3961	$106,550	$143,050	$18,950	$268,550	....

* These dimensions are at the corner of Fourth and Los Angeles Streets, where ground has been purchased for a High School.

COURSE OF STUDY.

PRIMARY DEPARTMENT.

FIRST GRADE—B CLASS.

READING.—Oral lessons from chart and blackboard. First Reader may be used at the discretion of the teacher. Word and phonic methods combined. Begin with simplest words, names of familiar objects. Use the "word frames," having pupils build all new words in the lesson each day, with as many in review as possible. Endeavor from the first to impress children that the words MEAN something.

ARITHMETIC.—All combinations of numbers to 6; use numeral frames and objects—beans, blocks, splints, shoe-pegs, etc., in developing the relation between numbers and the figures that represent them. Teach meaning and use of signs. Count by 2's to 10, beginning with 0 and 1. Count, read and write numbers to 50. Simple exercises daily on slates and black boards; Roman numerals as far as reading lessons go. Beebe's First Steps Among Figures for reference.

GEOGRAPHY.—Enlarge on all local work, whenever your time and the understanding of the pupils will permit. Develop the ideas of location and direction, by means of the cardinal points of the compass.

FIRST GRADE—A CLASS.

READING.—McGuffey's Revised First Reader to page 30. Drill in elementary sounds at each lesson. Cancel silent letters on slates and blackboard. Teach all diacritical marks found in reading lessons. Pronounce words at head of lesson and in lesson several times before allowing pupils to study or read. Read yourself and have pupils follow, paying special attention to tones, inflection and expression. Have pupils make very short and simple sentences containing the words in

their lessons. See that they read the script as well as the print. Review frequently and have each lesson well read before passing it. Have one or more read the entire lesson at each recitation, sometimes coming forward and facing the class.

ARITHMETIC.—All combinations of numbers to 10; no remainders in division. Count by 2's and 3's to 25, beginning with 0, 1, 2 and 3. Count, read and write numbers to 100. Train to recognize the sum of any two figures at sight, as two letters are recognized in a word. Continue all other work of the B class.

GEOGRAPHY.—Locate school house and pupils' residences—the name of the street and number of the house to be given. Have the general direction between the two given, by the semi-cardinal points if necessary, and the distances reckoned by blocks. Teach name of the city and draw map of the school room.

A AND B CLASSES.

SPELLING.—Spell all words in lessons, both by sound and by letter, giving special attention to articulation, pronunciation and marks. Have children begin to write words on slates or ruled paper as soon as they are able to do so.

WRITING.—Begin as soon as possible; have pupils copy words from chart or blackboard. Make lines on slates one-eighth of an inch apart for all writing. Write on paper ruled the same, using lead pencils. Begin with very short, simple words, such as the children can unite in sentences. Carefully write each pupil's name and paste in front of his book, for constant reference.

LANGUAGE.—Talk with the pupils about familiar objects in the school room. Read and tell simple stories, and have them reproduced by the children. Require them to answer questions and speak in complete sentences. Encourage them to give the substance of reading lessons in their own language, and tell what they see in the pictures. Correct all faulty expressions. Teach pupils to recognize capital letters, the period and question mark. Have them construct short sentences containing words from charts and readers.

DRAWING.—Bartholomew's Tracing Book, No. 1, and Cards No. 1. Dictation exercises. Drawing on blackboards.

ORAL INSTRUCTION.—Object lessons, with a view chiefly to the cultivation of perception and expression. Talk about simple and familiar objects of dress, food and furniture, developing facts as to name, production and use. Encourage children to tell what they have learned about such things, leading them to habits of observation and attention. Distinguish the primary colors, and the kinds of lines as to shape. Reference books: Calkins' Primary Object Lessons and Mrs. Mayo's Object Lessons.

MORALS AND MANNERS.—Enforce habits of cleanliness, neatness and obedience to parents. Tell simple stories to illustrate honesty, truthfulness and kindness. Tell what is, and what is not, proper behaviour on play-ground, the street and at home. Teach a few short maxims, have pupils repeat them in concert, and as soon as they are able, print and write them. Cowdery's Moral Lessons, and Gow's Morals and Manners, for reference. In this and in all higher grades, it should be constantly borne in mind that true education is character building.

Give lessons throughout the entire course of study on the effects of alcohol and narcotics, and cruelty to children and animals.

PHYSICAL EXERCISE.—Three times daily, or whenever the children are weary or inattentive. Open windows during the exercise; close them immediately afterwards. For illustrations, see Mason's Physical Exercises. Endeavor to infuse animation, to make the children enjoy it. Secure good time in movements. Do not permit noisiness.

MUSIC.—Practice the scale. Teach half a dozen easy and suitable songs. Motion songs recommended. Try to secure correct time and good tone from the first. Fifteen minutes daily. Mason's First Music Reader, for reference.

SECOND GRADE—B CLASS.

READING.—First Reader, from page 30 to 64. Same general methods as in First Grade. Read every paragraph your-

self with careful emphasis, inflection and tone, and insist upon a correct imitation. Have pupils tell substanee of each lesson in their own language. Talk and tell stories about it, and use every effort to make them see that the reading has a meaning, and to be able to express the meaning in a clear and natural way.

Pay attention to proper positions; pupils to stand erect on both feet, with book held well up in the left hand. Practice sight-reading occasionally—something very easy. Teach the remaining diacritical marks, the sounds of the vowels, the two sounds of oo, and the sound of i, e and u before r.

ARITHMETIC.—All combinations of numbers to 25. Remainders in division may be given. Count by 10's to 100, forward and backward, beginning at 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9. Give simple questions in mental arithmetic frequently. Number cards may be used. Add columns not exceeding 100, the sum not exceeding 1,000. Multiply and divide by 2 and 3, multiplicand and dividend not to exceed 1,000. Roman notation as far as reading lessons extend.

GEOGRAPHY.—Talk about lines and modes of travel in and about the city. Develop the idea of distance by means of the inch, foot, yard, rod, block and mile. Don't forget direction.

SECOND GRADE—A CLASS.

READING.—First Reader from page 64 to 94. Other work and instructions same as B Class. Teach all sounds and diacritical marks.

ARITHMETIC.—All combinations of numbers to 50, with remainders in division. Count by 2's and 3's to 100, forward and backward, beginning with 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9. Develop idea of one-half and one-fourth by use of objects. Simple questions in Mental Arithmetic—very frequently. Number cards may be used. Add, columns not exceeding 1,000, the sum not exceeding 10,000. Multiply and divide by 2, 3, 4 and 5, multiplicand and dividend not to exceed 10,000. Multiplication table to 5's. Roman notation as far as reading lessons are numbered.

GEOGRAPHY.—Teach name of County and State and tell the children what they are. Talk to them simply about the people, animals, common plants and trees, climate, etc., of California. Draw a map of the school yard.

A AND B CLASSES.

SPELLING.—Have the words at the head of each reading lesson written on slates or ruled paper, as well as spelled orally and by sound. Examine the work of each pupil, and require careless work to be re-written. Spell common words used in conversation and recitation as they occur. Dictate sentences from reading lessons, or original ones containing same words, to be written; very slowly at first, and increase speed and quantity as fast as progress justifies.

WRITING.—Teach the elements of letters according to P. D. and S. Tracing Book, No. 1, may be used. Copy all script lessons in the reader ; use long pencils and hold them like a pen. Write only on slates and paper ruled to guage the uniform and correct relative height of letters.

LANGUAGE.—Continue as in First Grade; require much writing on slate and blackboard, of short sentences containing words at the head of reading lessons ; write short stories about familiar objects and what is seen in pictures. Fill elliptical expressions. Call attention to words mispronounced and incorrect expressions of any kind used by the children at any time ; correct them impressively, without trying to give reasons. Teach use of capitals, period and question mark, and to recognize other marks of punctuation used in the reader.

DRAWING.—Bartholomew's Tracing Book, No. 2, Cards No. 1. Dictation exercises. Drawing on Blackboard.

ORAL INSTRUCTION.—Object lessons on the metals and other familiar substances, as wool, cotton, silk, glass, chalk, sponge, wood, etc., developing facts as to production and use. Develope idea of direction, height, length and width. Common animals, their voices, where they live, what they eat and what they do. Distinguish primary and secondary colors, and apply them to objects. Distinguish lines as to position. Same reference books as in First Grade.

MORALS AND MANNERS.—Same as in First Grade. Insist upon neatness in work as well as in person. Require politeness to teachers and schoolmates. Teach simple rules of health. A few more maxims. Make use of little incidents that occur in the school room and on the play ground, involving the question of right and wrong, to impress the moral virtues. Reference books same as First Grade.

PHYSICAL EXERCISE.—Same as in First Grade.

MUSIC.—Fifteen minutes daily. Teach five or six new songs. Continue practice of scale. Require pupils to sit or stand erect. Suppress boisterous singing.

THIRD GRADE—B CLASS.

READING.—McGuffey's Revised Second Reader, to page 84. Words at head of lesson to be repeatedly pronounced, and their meaning clearly explained before such lesson is read or studied. Give special drill on words hard to pronounce, or commonly mis-pronounced, and do not stop the pupil in the middle of a paragraph. Continue drill in elementary sounds and diacritical marks. Aim to infuse animation by your example; this will go far to secure good expression, both of voice and face, and to break up the bad habits of hesitating and repeating. Give short lessons. Do not require definitions committed to memory, but explain in the simplest manner the meaning of new words, and require pupils to make sentences containing such words, thus making a valuable language lesson of the reading. Frequent exercises in sight-reading, requiring the pupils to come forward and face the class will do much to incite them to effort and inspire them with confidence.

ARITHMETIC.—All combinations to 100. Much practice in addition, columns to 10,000 and sums to 100,000. Multiply and divide by all of the digits to 7, multiplicand and dividend not exceeding 100,000. Multiplication tables to 7's. Develop idea of fractions with 1 for numerator. Roman numerals as far as reading lessons. Use Beebe's "First Steps" freely. Give much mental work; practical examples coming within the range of pupil's knowledge of mechanical work as they progress.

Robinson's First Book in Arithmetic, to page 86, may be put in the hands of pupils.

GEOGRAPHY.—Draw map of the city of Los Angeles, according to the copy furnished, giving attention to location, direction and distance.

THIRD GRADE—A CLASS.

READING.—Second Reader from page 84 to 160. Other work and instructions same as B Class.

ARITHMETIC. All combinations to 1,000. Much practice in addition, columns to 100,000 and sums to 1,000,000. Teach subtraction, where reduction is necessary. Multiply and divide by all of the digits, multiplicand and dividend not exceeding 1,000,000. Multiplication tables to 10's. Develop idea of fractions with numerator greater than 1. Roman numerals as far as reading lessons. Use Beebe's "First Steps" freely. Give much mental work with analysis; practical examples coming within the range of pupils' knowledge of mechanical work as they progress.

First Book in Arithmetic to page 86.

GEOGRAPHY.—Draw map of California. Learn boundaries, name and locate five large cities, two rivers, two mountain ranges, Los Angeles county, etc. Make imaginary journeys to different parts of the State by rail and the ocean.

A AND B CLASSES.

SPELLING.—Same as in latter part of First Grade work, but much more of the writing from dictation may be required, both from readers and original sentences containing words used in oral lessons and common talk. Spell by sound. Pupils should know all sounds and marks by this time. No spelling book used in this grade.

WRITING.—Copy script lessons from reader; write from dictation sentences containing familiar words. Pay special attention to correct position of body and manner of holding pen. Tracing book, No. 2, may be used.

LANGUAGE.—Copy reading lessons, with special attention to capitals and punctuation. Write short descriptions of objects

and of incidents or events in which pupils are interested. Write and give orally substance of oral lessons in geography and natural history. Require reproduction of stories told or read at previous times. Proper use of capitals, periods and interrogation point. Distinguish nouns, verbs, adjectives and adverbs. No definitions. Continue careful correction of common errors in speech, and the writing of sentences containing certain words.

DRAWING.—Bartholomew's Drawing Books, Nos. 3 and 4. Cards No. 2. Dictation exercises. Drawing on blackboard.

ORAL INSTRUCTION.—Object lessons with a view to developing and naming qualities of objects, as: Rough, smooth, hard, soft, tough, brittle, transparent, opaque, sticky, slippery, flexible, elastic, combustible, fusible, soluble, porous, malleable, ductile. Plants—with Hooker's Child's Book of Nature, Part I, for reference. Review primary and secondary colors, and teach other common colors, brown, gray, purple, pink, etc. Reference, Calkins' Primary Object Lessons.

MORALS AND MANNERS.—Same as First and Second Grades.

PHYSICAL EXERCISE.—Two or three times daily. Care should be taken to secure good air in the room during the exercises, and to shut off draughts when through. Give breathing exercises. Aim at variety and strive against listlessness. Try to make these exercises such that pupils will ask for them.

MUSIC.—Teach whole, half and quarter notes with corresponding rests. Read notes by letters and syllables. Ask questions on what has been taught. Mason's First Music Reader, fifteen minutes daily.

FOURTH GRADE—B CLASS.

READING.—McGuffey's Third Reader to page 111. Pupils in this grade should be well acquainted with the diacritical marks, and be able to spell all words by their elementary sounds. Their attention should be called to the force of the most common prefixes and suffixes, and they may be taught and called upon to give synonyms for words in the lessons. Occasional concert reading of paragraphs that have been thoroughly taught may be practiced. Often call upon pupils

to read some instructive story to the class, make them feel it an honor, and use all your ingenuity in awakening an interest. Their progress will be graded by the degree of attention in recitations. Have pupils repeat after you, in concert, short sentences suitable for cultivating inflection and modulation and general voice training.

ARITHMETIC.—Robinson's First Book, from page 86 to 128. Subjects: Addition, subtraction, multiplication and division. Find G. C. D. and L. C. M. by inspection and teach factoring of numbers to 100. Give much mental work, using Thompson's Intellectual Arithmetic for reference. Send pupils to blackboard frequently. Require analysis of some examples daily, but do not occupy too much time in formal repetitions.

LANGUAGE.—Whitney & Knox's Elementary Lessons in English, to Chapter VI., according to directions in Teachers' Edition. Reproduce, orally and in writing, stories of American history read by teacher, and substance of oral lessons on any subject.

GEOGRAPHY.—Review Geography of the City, County and State, with a short and simple outline of the government of each, including population in round numbers, history, commerce, size, etc. Draw map of the city.

FOURTH GRADE—A CLASS.

READING.—Third Reader, from page 111 to 208. Other work and instruction same as B Class.

ARITHMETIC.—From page 128 to 168. Subjects: Fractions and U. S. Money. The first part each of Long, Square, Liquid and Dry Measure; Cubic and Wood Measure. Avoirdupois Weight, Time Measure and Miscellaneous Table.

Require analysis as in B Class.

LANGUAGE.—Whitney & Knox's Elementary Lessons in English to Chapter XII, according to directions in Teachers' Edition. Reproduce stories, both orally and in writing, of American History read by the teacher, and substance of oral lessons on any subject.

GEOGRAPHY.—Show with the globe the shape and size of the earth and its relation to the sun, moon and stars. Study

the United States, by the outlines furnished in the order found in Harper's Introductory Geography, from page 69 to 34. Draw map of Western or Highland States.

A AND B CLASSES.

SPELLING.—Words in reader; also in Geography and Language Book. Reed's Word Lessons, B Class to page 24, A Class to page 37. Spell orally by sound and in writing, using spelling blanks and pencils. Give attention to diacritical marks and silent letters. Pay special attention to neatness.

WRITING.—Copy Book No. 2. Drill on the principles of small and capital letters. Practice arm movements. Require correct position and enforce neatness.

DRAWING.—Free-hand Drawing Books, Nos. 5 and 6. Dictation exercises. Special Exercise Book A. First Lessons in Design—with circle. Drawing on blackboard.

ORAL INSTRUCTION.—Plants, their relative size, general structure, principal parts and functions of each part. Hooker's Child's Book of Nature, Part I, and Gray's How Plants Grow, for reference. Review colors and lines and teach the different kinds of angles. Calkins' Primary Object Lessons.

MORALS AND MANNERS.—Tell suitable stories, repeat maxims, insist upon personal neatness, pure and chaste language; use works of reference recommended for First, Second and Third Grades.

PHYSICAL EXERCISE.—Same as in lower grades.

MUSIC.—Review what has been taught. Explain the staff. Teach names and relative value of the different notes and rests. Practice beating time. Mason's First Music Reader, fifteen minutes daily.

GRAMMAR DEPARTMENT.

FIFTH GRADE—B CLASS.

READING.—McGuffey's Revised Fourth Reader, to page 83. Require pupils to write all new words, with synonyms and definitions, to be read and criticised as a part of the recitation. Require them to reproduce the subject matter of all pieces read. Have the lesson read once through, substituting for principal words synonyms or brief definitions. Practice frequently the concert exercise of short sentences for training the voice, requiring your rendering to be closely imitated. Sight-reading, as often as practicable, from suitable periodicals or books. Try to make all recitations pleasant, by varying their character and avoiding monotony. Pupils in this grade should each have a school dictionary and be taught how to use it. They should be able to read an ordinary newspaper paragraph with readiness and intelligence.

ARITHMETIC.—Robinson's Complete Arithmetic to page 97. Subjects: Notation, Numeration, Addition, Subtraction, Multiplication, Division, Properties of Numbers and Cancelation. Much work on blackboard, giving simple test examples not found in book. Frequent mental exercises, original and from Thompson's Intellectual Arithmetic.

LANGUAGE.—Whitney & Knox's Elementary Lessons in English, to Chapter XVI. Composition exercises on subjects taught in oral lessons or suggested by pictures.

GEOGRAPHY.—Complete the Introductory Book as follows: North America, South America, Europe, Asia, Africa and the Hemispheres, by outlines furnished. Draw maps of North and South America.

FIFTH GRADE—A CLASS.

READING.—Fourth Reader, from page 83 to 139. Other work and instructions same as B Class.

ARITHMETIC.—Complete Arithmetic, from page 97 to 143. Subject: Common Fractions. Much work on blackboard, giving simple test examples not found in book. Develop idea

of decimals in connection with Common Fractions, whose denominators are 10, 100, etc. Frequent mental exercises, original and from Thompson's Intellectual Arithmetic.

LANGUAGE.—Complete Whitney & Knox's Elementary Lessons in English. Composition exercises on subjects taught in oral lessons or suggested by pictures.

GEOGRAPHY.—Harper's School Geography, commenced at page 24 and studied to page 53 by outlines, as follows: United States, New England Middle Atlantic, South Atlantic, South Central, and North Central States. Draw maps of United States and North Central States.

A AND B CLASSES.

SPELLING.—Reed's Word Lessons to page 53 for B Class, and to page 69 for A Class. Spell all new words in reader, and all other text books. Spelling contests occasionally. Word lessons in articulation, pronunciation, diacritical marks and sounds. Spelling blanks, using pen and ink.

WRITING.—P. D. & S Copy Book, No. 3. Continue drill in elements and practice of arm movements.

DRAWING.—Free-hand Books, Nos. 7 and 8. Special Exercise Book A. Dictation. Fine drawing. Blackboard drawing. Exercise in designing.

ORAL INSTRUCTION.—Elementary Physiology and Hygiene. The Senses. Part II, Hooker's Child's Book of Nature for reference.

MORALS AND MANNERS.—Conversational lessons on politeness and rules of deportment at home and in public places. Illustrate by common incidents of noticeably good or bad behavior. Keep neatness prominent in person, desk, books, examination papers, etc.

PHYSICAL EXERCISE.—Twice a day. Consult Mason's or other suitable book on Physical Exercise for forms. May allow a pupil to lead. Secure animation.

MUSIC.—Mason's Second Music Reader. Simple two-part songs and easy rounds. Count and beat time. Practice intervals. Fifteen minutes daily.

SIXTH GRADE—B CLASS.

READING.—Fourth Reader, from page 139 to 197. Encourage pupils to make free use of dictionaries. Pay special attention to the character of each selection, adapting the style of reading to the sentiment of the piece. Occasional concert reading of choice selections. Continue elocutionary drill in modulation, inflection, enunciation and emphasis.

ARITHMETIC.—From page 143 to 199. Subjects: Decimal Fractions, Short Methods, Ledger Accounts, Accounts and Bills. Long, Square, Cubic, Liquid and Dry Measures. Troy, Apothecaries and Avoirdupois Weights.

GRAMMAR.—Reed & Kellogg's Graded Lessons, to lesson 37. Letter writing and composition continued.

GEOGRAPHY.—Study from page 53 to 86, the following, by outlines: Northern States of the Plains, Southern States of the Plains, Highland-Pacific States, Dominion of Canada, Mexico, Central America and South America. Draw maps of the West Central and States of the Plains—northern division, and the Highland-Pacific States.

SIXTH GRADE—A CLASS.

READING.—Fourth Reader, completed from page 197. Other work and instructions same as B Class.

ARITHMETIC.—From page 199 to 265. Subjects: Time and Circular Measures; U. S. Money; Reduction of Denominate Numbers; Addition, Subtraction, Multiplication and Division of Denominate Numbers, Longitude and Time, and Measurements.

GRAMMAR.—Reed & Kellogg's Graded Lessons, from lesson 37 to 71. Letter writing and composition continued.

GEOGRAPHY.—From page 86 to 119, the following, by outlines: Europe, Asia, Oceanica and Africa. Draw maps of Europe and Africa.

A AND B CLASSES.

SPELLING.—Reed's Word Lessons, from page 69 to page 91 for B Class, from page 91 to page 113 for A Class. Words in

text books, especially geography. Spelling contests with other classes of same grade recommended—by sound, by letter and in writing, with silent letters and sounds marked.

WRITING.—P. D. & S. Copy Book, No. 4. Grade pupils on neatness and rate of progress. Once each term collect and file specimens made on slips of uniform size.

DRAWING.—Free-hand Books 8 and 9. Special Exercise Book B. Dictation, Time Drawing. Drawing on blackboard. Designing with square.

ORAL INSTRUCTION.—Continue instruction on animals from Hooker's Child's Book of Nature, Part II. Manufactures; how clothing is prepared; food articles, where and how obtained and prepared; different kinds of fuel and building materials.

MORALS AND MANNERS.—Energy, activity, directness of purpose, self-reliance, perseverance and endurance, as contributing to success in life; apply them to the performance of school duties. Show the evil effects of want of energy, indecision, laxity of purpose. Same reference books as before.

PHYSICAL EXERCISE.—Twice a day, as in Fifth Grade.

MUSIC.—Mason's Third Music Reader. Practice sight singing in all the keys. Fifteen minutes daily.

SEVENTH GRADE—B CLASS.

READING.—McGuffey's Revised Fifth Reader, to page 117. Pupils in this grade should learn something of the author of every piece studied. Appoint certain ones from day to day to find out and report to the class something more of the authors than the book gives—having them bring in and read suitable selections from their writings. Make the developing and training of voices the object of frequent and suitable exercise. The training of pupils in reciting "declamations" may profitably be made a part of regular lessons in reading, care being taken in the selections. Use dictionaries freely.

ARITHMETIC.—From page 265 to 330. Subjects: Percentage, Profit and Loss, Commission, Interest—Simple and Compound, Partial Payments and Discount. Send pupils to black-

board without books, and give suitable examples, original or obtained from other books.

GRAMMAR.—Complete Graded Lessons. Special attention to Composition, Paragraphing, Analysis of Subjects, and how to Write Themes.

GEOGRAPHY.—Special Geography of California by outline. The first 24 pages of the book. A general review with special attention to the United States. Draw map of California.

SEVENTH GRADE—A CLASS.

READING.—From page 117 to 195. Other work and instructions same as B Class.

ARITHMETIC.—From page 330 to 383. Subjects: Stocks, Fire Insurance, Taxes, Domestic Exchange, Custom House Business, Equation of Payments and Averaging Accounts.

GRAMMAR.—Reed & Kellogg's Higher Lessons in English, to lesson 59.

U. S. HISTORY.—Anderson's Common School History, to page 125.

A AND B CLASSES.

SPELLING.—Reed's Word Lessons, from page 113 to page 134 for B Class, from page 134 to page 153 for A Class. Special attention to words in Geography and History. Inter-class contests, once or twice each term recommended, on same conditions as Sixth Grade.

WRITING.—P. D. & S. Copy Book, No. 5. Frequent exercises in arm movements. Grade pupils on careful, pains-taking work.

DRAWING.—Free-hand Books, Nos. 10 and 11. Special Exercise Book C and American Blank Drawing Book. Lessons in Design. Blackboard drawing. Dictation.

ORAL INSTRUCTION.—Review Part II, of Hooker's Child's Book of Nature and begin Part III.

MORALS AND MANNERS.—Lessons on the rights of property, duties of citizenship, respect for authority, respect for age, filial obedience. Taking advantage of current incidents of

daily news to impress a lesson in good manners or morality upon your pupils.

PHYSICAL EXERCISE.—Arm movements and breathing exercises, as directed in Swett's School Elocution.

MUSIC.—Mason's Third Music Reader.

EIGHTH GRADE—B CLASS.

READING.—From page 195 to 273. Pursue same general plan as in Seventh grade. Do not allow trashy selections to be recited or read.

ARITHMETIC.—From page 383 to 439. Subjects: Ratio, Simple and Compound Proportion, Partnership, Involution and Evolution.

GRAMMAR.—From lesson 59 to 112.

HISTORY.—From page 125 to 233.

FIRST GRADE—A CLASS.

READING.—Complete Fifth Reader and follow instructions for B Class and Seventh Grade.

ARITHMETIC.—Complete the book. Subjects: Mensuration, Metric System, except Wood and Land Measures, and General Review.

GRAMMAR.—Complete the book.

HISTORY.—Complete the book.

A AND B CLASSES.

SPELLING.—B Class from page 153 to page 171, A Class from page 171 to page 188. The spelling of words in History and Physiology to be made a part of each recitation, and these words specially used in the "contests," which are advised, as in the lower grades.

WRITING.—P. D. & S. Copy Book, No. 6.

DRAWING.—Free-hand Drawing Books, Nos. 11 and 12, and American Blank Drawing Book. Lessons in Designing from natural objects. Dictation exercises. Drawing on blackboard.

ORAL INSTRUCTION.—Complete Hooker's Child's Book of Nature. By this time pupils should be able to pass examination in the elementary facts of Botany, Zoology, Physiology and Natural Philosophy.

MORALS AND MANNERS.—Adapt any of the suggestions to lower grades on this subject that are suitable for your class. Give an occasional earnest talk, (no set speeches), remembering that concrete illustrations and facts are better than abstract theories.

PHYSICAL EXERCISE.—Same as Seventh Grade.

MUSIC.—Mason's Fourth Music Reader.

High School Course of Study.

	Subj'ct	English Course.	Mos.	Latin Course.	Mos.	Classical Course.	Mos.
Sub-Junior Year.	I	Physiology.	10				
	II	Physical Geography. English History.	5 5				
	III	Book-keeping. Elementary Geometry.	6 4	Same as English Course.		Same as English Course.	
	IV	Critical Reading. Tom Brown's School Days. Lady of the Lake.	10				
	V	Drawing.	10				
Junior Year.	I	Algebra.	10	Algebra.	10		
	II	Rhetoric. History.	5 5	Rhetoric. Greek History.	5 5	Same as Latin Course.	10
	III	Civil Government. Botany.	5 5	Latin.	10		
	IV	Critical Reading: Alhambra, Lay of the Last Minstrel, Snow Bound, Evangeline, Sir Roger de Coverly, Sir Launfal, and Composition.	10	Critical Reading. Same as English Course.	10	Critical Reading. Alhambra and Composition. Greek (Introd.)	3 7
	V	Drawing.	10	Drawing.	10	Drawing.	10

High School Course of Study.—*Continued.*

Middle Year.	I	Geometry.	10	Geometry.	10	Geometry.	10
	II	Physics.	10	Latin.	10	Latin.	10
	III	History.	5	Roman History.	5	Greek (Introd.)	10
		Chemistry.	5	Chemistry or Botany.	5		
	IV	Critical Reading: Burke's Select Works, Vol. I, Merchant of Venice, Newcomes, and Composition.	10	Same as English Course.	10	Roman History.	5
						Critical Reading: Merchant of Venice, Newcomes: Composition.	5
	V	Drawing.	10	Drawing.	10	Drawing.	10
Senior Year.	I	Astronomy.	4	Latin.	10	Same as Latin Course.	10
		Mathematics.	6				
	II	Zoology.	5	Zoology. } or Physics.	5	Greek.	10
		Geology.	5	Geology. }	5		
	III	History of Eng. Literature.	6	Same as English Course.	6	Same as English Course.	6
		Political Economy.	4		4		4
	IV	Critical Reading: Hales' Longer English Poems, etc., and Composition.	10	Same as English Course.	10	Same as English Course.	10
	V	Drawing.	10	Drawing.	10	Drawing.	10

TEXT BOOKS USED.

PRIMARY AND GRAMMAR SCHOOLS.

McGuffey's Readers, First to Fifth, inclusive.
Robinson's Arithmetics, First Book and Complete.
Harper's Geographies, Introductory and School.
Reed & Kellogg's Grammars, Graded and Higher Lessons.
Whitney & Knox's Elementary Lessons in English.
Reed's Word Lessons.
Payson, Dunton & Scribner's Copy Books.
Bartholomew's Drawing Books.
American Standard Writing Speller.
Mason's Music Readers.
Anderson's History of the United States.

HIGH SCHOOL.—SUB-JUNIOR CLASS.

Hutchinson's Physiology.
Maury's Physical Geography (Revised)
Gardiner's English History.
Bryant & Stratton's Common School Book-keeping.
——— Elementary Geometry.

JUNIOR CLASS.

Wentworth's Shorter Course in Algebra.
Kellogg's Text Book in Rhetoric.
Sheldon's Greek and Roman History.
——— Civil Government.
Gray's School and Field Book of Botany.
Tetlow's Latin Lessons.
Allen & Greenough's Latin Grammar.
Allen & Greenough's Cæsar (Revised).
Leighton's Greek Lessons.
Goodwin's Greek Grammar.

MIDDLE CLASS.

Wentworth's Plane Geometry.
Wentworth's Plane and Solid Geometry and Plane Trigonometry.
Gage's Elements of Physics.
Mead's Chemical Primer.
Allen & Greenough's Cicero (Revised).
Jones' Latin Prose Composition.
Leighton's History of Rome.

SENIOR CLASS.

Packard's Zoology, Briefer Course.
Lockyer's Elements of Astronomy.
Le Conte's Compend of Geology.
Jevon's Political Economy.
Allen & Greenough's Virgil, with Vocabulary.
Jones' Greek Prose Composition.
Keep's First Six Books of the Iliad.
Keep's Autenrieth's Homeric Lexicon.
Kellogg's English Literature.

Los Angeles Public Schools.

Condensed Course of Study for Primary and Grammar Grades.

Text Books.	Primary Grades.								Grammar Grades.							
	1st Grade.		2nd Grade		3rd Grade.		4th Grade.		5th Grade		6th Grade		7th Grade		8th Grade.	
	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
First Reader. McGuffey's Revised		30	64	94												
Second Reader. McGuffey's Revised					84	160										
Third Reader. McGuffey's Revised							111	208								
Fourth Reader. McGuffey's Revised									83	139	197	256				
Fifth Reader. McGuffey's Revised													117	195	273	352
Arithmetic. Robinson's First Book						86	128	168								
Arithmetic. Robinson's Complete									97	143	199	265	330	383	439	490
Lessons in English. Whitney and Knox							47	99	137	184						
Graded Language Lessons. Reed & Kellogg											50	95	164			
Higher Language Lessons. Reed & Kellogg														95	165	280
Geography. Harper's Introductory								34-75	110							
Geography. Harper's School										24-53	86	119	E&24			
History of United States. Anderson														125	233	320
Word Lessons. Reed							24	37	53	69	91	113	134	153	171	188
Tracing and Copy Books. (P. D. & S.)			1	1	2	2	2	2	3	3	4	4	5	5	6	6
American Blank Speller							1	1	1	1	1	1	1	1	1	1
Tracing and Drawing Books. Bartholomew	1	1	2	2	3	4	5	6	7	8	8	9	10	11	11	12
Cards in Drawing	1	1	1	1	2	2										
Dictionary. Webster's High School									1	1	1	1	1	1	1	1
Music Reader. Mason	1	1	1	1	1	1	1	1	2	2	3	3	3	3	4	4
Special Exercise Book	National Bl'k Darw'g Book.						A	A	A	A	B	B	C	C	Am. Bl. D.B.	

RULES AND REGULATIONS

OF THE

BOARD OF EDUCATION

OF THE

CITY OF LOS ANGELES.

ORGANIZATION.

1. The annual meeting of the Board shall be held on the first regular meeting after the municipal election in December, at which time the newly elected members shall take their seats and assume the duties of their offices.

2. The Board shall organize by electing a President and Secretary, who shall hold their offices one year, or until their successors shall be elected and qualified.

3. The President, immediately after the organization, shall appoint the following standing committees, consisting of two members each, viz:—

1. Finance.
2. Supplies and Janitors.
3. Buildings and Repairs.
4. Rules and Regulations.
5. Teachers, Salaries and Library.

THE PRESIDENT.

4. The President shall preside at all meetings of the Board, when present, and, in his absence, the members shall elect a President pro tem.

5. He shall sign all warrants and all records of meetings of the Board.

6. He shall call special meetings of the Board when, in his judgment, it is necessary, or at the request of two members.

7. He shall appoint, at least once each term, a special committee or committees, whose duty it shall be to visit the various schools, note their order, progress and general condition, and report results of their observations to the Board.

THE SECRETARY.

8. The Secretary shall keep a full and accurate record of all the proceedings of the Board, and of the members present at each meeting, and shall file and preserve all papers relating to the business of the Board. He shall keep books of accounts showing an itemized record of all receipts and expenditures of the Board, and such other books and records as may be required.

9. He shall draw and countersign all warrants for salaries and bills allowed by the Board. He shall also countersign all records of the Board.

10. He shall furnish a yearly report of the receipts and expenditures of the Board, and such other statistics as may be required for the annual report of the Board of Education.

11. He shall conduct the correspondence of the Board, and notify teachers and janitors of their election or dismissal, and shall apprise each member of special meetings called by the President.

Meetings.

12. The regular meetings of the Board of Education shall be held on the first and third Saturday evenings of each month, at such an hour as may be agreed upon. The first meeting to be devoted to finances, the second to all other business.

13. The order of business at each regular meeting shall be as follows:—

1. Reading of Minutes.
2. Passing upon Bills and Claims.
3. Communications.
4. Reports of Committees—Standing and Special.
5. Report of Superintendent.
6. General, Unfinished and Special Business.

14. The above order of business may be supended at any meeting, by a majority of the members present.

15. A majority of the Board shall constitute a quorum for the transaction of business.

Standing Committees.

16. The Standing Committees shall manage the business for which they have been appointed and report to the Board, as may be required, for their approval or otherwise.

17. The Board shall refer all business, belonging to Committees, to them—before action is taken; but, if no report is made in proper time, the Board may act without a report.

Bills.

18. All bills must be passed at regular meetings, unless otherwise ordered by a special vote; but warrants for fixed salaries may be issued by the President and Secretary, without formal order of the Board.

19. No bill for supplies shall be audited unless accompanied by the requisition of the Committee on Supplies or the Superintendent. All bills must be presented to the Secretary on the day before the regular meeting.

Elections.

20. The Superintendent and General Janitor shall be elected at the regular meeting in June. The election of Teachers shall take place at the regular meeting in July.

21. Vacancies and new positions may be filled at any meeting of the Board, or, in case of emergency, by the Committee on Teachers.

22. Applicants for positions as teachers must present a written application to the Secretary, and it must be accompanied by evidence of the possession of a legal certificate, or of such credentials as entitle the holder to receive such certificate.

23. No person shall be eligible to election to a position as teacher who cannot present satisfactory evidence of at least one year's actual successful experience.

Duties of the Superintendent.

24. The Superintendent shall be the executive officer of the Board of Education, and shall have a general supervision of all the public schools of the City. It shall be his duty:

25. To make and enforce such regulations as he may deem conducive to the best interests of the schools, not in conflict with the general rules of the Board.

26. To visit each of the schools of the city as often as his other duties will permit; giving attention to organization, discipline and instruction, directing the teachers from time to time to make such changes, not contrary to adopted rules, as shall seem best calculated to give greater efficiency to the schools.

27. To carefully observe the government, mode of instruction and general conduct of each teacher, and whenever he shall have good reason to doubt his or her efficiency or fitness, to report the same promptly and plainly to the Board of Education.

28. To hold such teachers' meetings, general or special, as he may deem necessary for the purpose of giving instruction or direction to the teachers in the discharge of their duties, for the discussion of methods of teaching and systems of school government, and to secure uniformity in grade work and in discipline of the schools.

29. To see that the regulations of the schools are uniformly and faithfully observed and executed in all the departments of the schools; that the school registers are properly kept, and reports made by the teachers with care, neatness and uniformity.

30. To have charge of all the property of the school department, to inspect buildings, furniture, apparatus, etc., and report to the Board or the proper committee any needed repairs or improvements. He shall also draw requisitions for all regular supplies.

31. To keep himself informed in regard to the school systems of other cities, their plans of organization, modes of government, methods of instruction, and such other matters as may assist the Board to legislate wisely for the highest interests of the schools, and for this purpose te effect arrangements for the exchange of reports between this and other School Boards.

32. To fill all vacancies occasioned by the temporary absence or illness of regular teachers with substitutes; and to make such other temporary arrangements relative to the schools as he may deem proper, and report the same to the Board at its first subsequent meeting.

33. To attend all meetings of the Board of Education, and at the regular monthly meetings to present a written report of the attendance, non-resident pupils, and such other matters as require attention, and at all times give such information to the members of the Board as they require to inform themselves of the condition of the schools.

34. To prepare an annual report, including statistics and a review of the work of the year and the general condition of the schools, together with facts of general interest to the community, and suggestions for promoting the efficiency of the department.

35. To prepare the questions and prescribe the rules for the semi-annual examinations, and to direct such special examinations as he may deem proper

36. To devise a system of blanks for reports and instruct the teachers in the proper mode of using them. These blanks shall be adapted and used to keep parents informed of the attendance, scholar-

ship and deportment of their children and to secure the co-operation of parents with teachers.

37. To suspend from school any pupil whose conduct or character is such as to injure the reputation of the school, or whose parents wilfully neglect or refuse to co-operate with the Superintendent or teacher in carrying out the regulations of the school, or encourage their children to violate the regulations of the school, and report his action to the Board at their next meeting.

38. To keep regular office hours every day of the week, and give due notice thereof to teachers and the public; to perform such other duties as may be required of him by the Board of Education.

Principals.

39. Principals shall be held responsible for the enforcement of the Rules and Regulations of the Board in the schools of their respective buildings. It shall be their duty to carry out the directions and suggestions of the Superintendent, and in every way to aid him in securing the efficiency of the schools.

40. They shall prescribe such rules as are necessary to insure the grounds, fences, out-buildings, etc., being kept in a neat and proper condition; shall examine them as often as may be necessary for this purpose, and shall be held responsible for any want of cleanliness in the buildings or on the grounds.

41. Principals shall superintend the janitors in the discharge of their duties, require them to do their work promptly and well, and report cases of failure, neglect or incompetency to the Superintendent.

42. Principals shall have charge of play-grounds and be responsible for the conduct of pupils thereon during intermissions, before school-time in the morning and after school-time in the evening. To effect this, teachers must be assigned to such posts and duties as may be necessary.

43. Principals shall keep a record of the absence or tardiness of assistant teachers, and make it a part of their monthly report to the Superintendent. They shall also report any failure of any teacher under their supervision to carry out the rules and regulations established for the guidance of such teacher.

44. Principals of buildings, of eight or more rooms, shall spend half the time, during which their assistants have charge of their rooms, as an office hour. The remainder of their time they shall visit the schools of their buildings to advise, assist and encourage the teachers in their work. They shall endeavor to correct objectionable methods of discipline or instruction, and shall deem it their duty to report such as may be persisted in by any teacher.

45. They shall, under the direction of the Superintendent, examine and classify all pupils admitted without certificates of promotion. They shall in no case admit pupils from other districts of the city without a written permit from the Superintendent, and must not admit non-resident pupils without payment of one month's tuition in advance, which shall be paid to the Superintendent monthly. He to pay same to City Treasurer, and file receipt therefor with the Secretary of the Board.

46. Principals shall allow no advertisement to be read to, or distributed among the pupils of any school, or to be posted upon the fences or walls of any school buildings under their supervision; nor permit any agent or other person to enter any school or school premises, for

the purpose of exhibiting, either to teacher or pupils, any article whatever, or to announce any public entertainment.

47. Principals shall be present at 8:30 A. M., to remain upon the school premises during the day. They shall permit no pupil to enter the grounds at an earlier hour than this, and shall not allow them to loiter about or annoy neighbors, or people passing, by accosting them or by excessively noisy playing.

48. Principals may temporarily suspend pupils from the school, under their charge for persistent disobedience, habitual profanity, vulgarity or truancy, or for such other offences as, in their judgments, can best be met and corrected in this way. They shall at once notify the parents or guardians, and give a written notice, with reasons of suspension, to the Superintendent, who shall give the matter his attention, and if the suspension is confirmed, fix the time it is to hold, and report to the Board.

49. Principals shall send requisitions for supplies to the office of the Superintendent, at the close of each school month, and see that the teachers are provided with the necessary articles. They shall make, upon blanks furnished them for the purpose, monthly reports of their schools to the Superintendent, who shall keep such reports on file in his office. They shall also make an Annual Report, and furnish such other information to the Superintendent as he may from time to time require, or as they may think proper to communicate.

50. It shall be the duty of Principals to see that all the clocks belonging to the building are properly regulated by the city time, and the teachers shall conform to this standard in making their record of attendance, both for themselves and for their pupils.

51. At the close of the school year, all Principals shall deliver the registers, class books and keys of their respective buildings, at the office of the Superintendent, together with a list of school property in their possession, accounting for such as may have been removed or injured.

Assistant Teachers.

52. All assistant teachers shall be present at their respective schools at least twenty minutes before the opening of the morning and afternoon sessions, to attend to such duties as are assigned by the principal, or the regulations prescribe. They shall report their own tardiness to their principal at the end of each month.

53. They shall keep on their desk a copy of these regulations, make themselves familiar with their requirements, endeavor to comply strictly with them, and read to their schools from time to time such portions as pertain to the government of pupils.

54. Teachers shall be responsible for the conduct of their pupils while in the school room, and shall exercise a careful supervision over them generally, extending their authority and influence as far as possible outside of school hours. They shall be responsible for the care of furniture, apparatus, etc., in their respective rooms, and shall co-operate with the Principal in the preservation of the buildings, fences, and all other school property.

55. Teachers shall refer new pupils to the Principal for examination and classification, and, when so classified, shall record their names in the general register, with all the data called for in that register. Teachers shall refer pupils who habitually fall behind their grade to the Principal, who shall examine such pupils and remand them to a lower grade, if in his judgment it should be done.

56. Teachers shall promptly notify parents or guardians of the absence or tardiness of pupils, and shall give a special notice, either in person or by note, of such as are habitually troublesome, or are specially poor in their studies. They are expected to exercise all due patience, and make every reasonable effort in individual cases, before asking to have a pupil suspended for misconduct, or placed in a lower grade for failure in studies.

57. Teachers, of Fourth to Eighth Grades inclusive, shall send to parents or guardians, on cards furnished them for the purpose, a monthly report of the attendance, deportment and scholarship of each pupil. The record of percentage in scholarship shall be made up from written exercises in each study, or from written and oral combined. This record shall also be recorded monthly in a book, as well as the result of the semi-annual examinations.

58. Teachers shall give careful attention to the health and comfort of their pupils while in the school room, aiming to keep the temperature of the rooms when heated by fire at from 65 to 70 degrees Fahrenheit. Special care must be taken not to expose children to cold currents of air in securing ventilation. Doors and windows should be opened at recess, and while the children are exercised in calisthenics.

59. During rain-storms, or otherwise exceptionally bad weather, pupils shall be allowed to enter their respective rooms as soon as they come in the morning, and to remain during intermissions. At such times, teachers must see that their pupils do not engage in boisterous play, but may allow them to amuse themselves with parlor games, singing, calisthenics, etc.

60. Teachers shall not detain pupils for study or punishment during any part of the noon intermission, nor for more than half an hour after the close of school. They must allow pupils kept in during the short recesses to go out immediately thereafter, and remain out five minutes. Teachers are enjoined to avoid, as far as possible, the practice of detaining pupils.

61. Teachers are enjoined to avoid scolding and all harsh and passionate expressions to or in the presence of their pupils; they are reminded that the best disciplinarians are those who can govern themselves, and secure good order by gentle influences. They are enjoined to avoid corporal punishment when obedience and discipline can be maintained by milder measures. In administering corporal punishment they must avoid striking the head or hands, using a switch or light strap in such a manner as not to inflict bruises or lasting marks. They may refer all incorrigible cases to the Principal.

62. Teachers having indigent pupils, not provided with text-books, will, after satisfying themselves that the claim is a proper one, make a list of the books needed by such pupil and send to the Superintendent. They will keep a record of all books thus furnished, with title, cost, and name of pupil receiving them, and preserve them as the property of the school, to be left at the close of each term or when the pupil shall leave the school.

63. Teachers shall attend all general and special meetings called by the Superintendent, no excuse for non-attendance being considered sufficient that would not justify their absence from school at any other time. They will make monthly reports to the Principal upon the blanks provided for that purpose.

64. Teachers are enjoined to exercise a vigilant watch over the morals and manners and general habits of their pupils, not only in the school-room, but out of it, and to assist cheerfully in securing good

order on the play-grounds, in the halls, lines, etc. They are expected to devote themselves faithfully to their work in every way; striving by reading, discussion and visiting to keep pace with, and practice such new and improved methods as they are able to acquire and make their own.

65. Assistant Principals shall teach such classes and do such other work as shall be agreed upon by the Superintendent and their Principal.

66. Teachers shall dismiss their schools promptly at all times when the signal is given by the Principal.

67. Teachers shall see that all their pupils have left the school premises in the evening before they themselves depart.

Substitute Teachers.

68. In case of necessary absence of regular teachers, they shall promptly notify their Principal or Superintendent, who shall supply a substitute. The list of substitute teachers shall be designated by the Board of Education or the Superintendent, and in no case must other persons be placed in charge of classes.

69. Substitutes shall receive the full regular pay of the teachers whose place they fill, and shall be paid by the same at the end of the school month in which the service is rendered.

Special Teachers.

70. Special teachers shall, at the request of the Superintendent, meet the teachers for the purpose of giving them instruction in the branches of which such special teachers have charge.

71. They shall visit regularly and impartially the several departments in which they are employed to teach, and make written reports of the progress of their work to the Superintendent, as often as he may request.

72. The regular teacher of any room shall not be absent from the room during the exercises of special teachers, but shall co-operate in the preservation of order and discipline, and shall enforce the observance of instructions so given.

73. It shall be the duty of the regular teachers to make themselves proficient, practically, as well as theoretically, in such special branches as are taught in the schools.

Pupils.

74. All children over six years of age, of actual residents of Los Angeles City, shall be admitted free to all of the public schools; and the children of non-residents shall not be received, except upon the payment of a tuition fee, as fixed by the Board of Education.

75. Non-resident pupils may be admitted upon the following terms: In the High School, $3 per month; in Grammar Schools, $2 per month; in Primary Schools, $1.50 per month; tuition to be paid in advance to the Principal. But in no case must non-resident pupils be received to the exclusion of those whose home is in the city.

76. All pupils must attend the school in the district in which they live, unless they have a written permit from the Superintendent to attend another school. This permission shall be given only for the purpose of relieving crowded schools, or for other good reason satisfactory to the Superintendent.

77. Teachers are authorized to require excuses from parents or guardians, either in person or by written note, in all cases of absence, tardiness and dismissal before close of the school; and they may send immediately for such excuses, except when the weather is such that it would occasion exposure to health. The mere statement that the pupil has been kept at home shall not be regarded as a satisfactory excuse.

78. Pupils shall give due attention to personal neatness and cleanliness, and any who fail in this respect may be sent home to be properly prepared for school.

79. No pupil who is affected with any contagious disease, or in whose family any contagious disease is known to prevail, shall be allowed to remain in school, and pupils belonging to such families must, on returning to school, present a certificate from the Health Officer, or a regular practicing physician, stating that the proper precautions in disinfecting have been taken, and that no risk will be incurred in receiving the bearer in school.

80. Any pupil absent from school for five consecutive days, except for sickness, suspension, or on account of contagious disease in the family, shall forfeit his seat. Every pupil who shall be absent three *half* days, without excuse from parent or guardian, given either in person or by written note, satisfying the teacher that the absences were caused by his own sickness, by sickness in the family, or some *urgent cause*, rendering attendance impossible, or to avoid exposure of health, shall be suspended from school, until satisfactory assurance is given to the Principal by the parent or guardian that the pupil will be more punctual in the future. In the application of this rule, two tardinesses or leaving school without permission, shall be counted as one half-day's absence. A pupil who shall be suspended the second time, can only be restored by personal application to the Board at a regular meeting.

81. No pupil, after having entered one school, shall be admitted into another school the same scholastic year, without a certificate of honorable discharge from the former school, or a transfer from the Superintendent.

82. All pupils who, through irregular attendance, indolence, or inattention, fall below their grade, are liable to be transferred to a lower grade at any time.

83. Willful disobedience, habitual truancy, vulgarity or profanity, stealing, or carrying deadly or dangerous weapons, shall constitute a good cause for suspension or expulsion from school.

84. Pupils who in any way deface, injure or destroy any school property, shall be required to repair or pay for such damages. Failing in this they may be suspended or expelled.

85. Pupils shall be liable to suspension if their parents create a disturbance in school, or censure, abuse or insult any teacher before his classes, or on the school premises.

86. Any pupil who uses tobacco in any form on the school premises, or who writes, carves or draws on any fence, building or other surface about the school, any vulgar or obscene words or representation, shall be liable to expulsion.

87. Pupils, on entering school and being assigned, shall promptly supply themselves with the necessary books and other articles required by the course of study: neglect or refusal to do this, except in case of indigence, shall constitute cause for forfeiture of seat. They shall not be allowed to make a practice of borrowing or lending books or slates, and must take pains to keep them neat and clean. Teachers may require pupils to have their books and slates covered.

88. Pupils who are not in their seats at the time for opening school shall be marked tardy.

89. Pupils absenting themselves from school during examinations, with the apparent object of avoiding the same, shall in no case be promoted. If the absence was unavoidable, and they can give satisfactory evidence that such was the case, they may receive a special examination from the Principal or Teacher at a subsequent time.

90. Pupils shall not be absent a part of the day for the purpose of receiving instruction elsewhere, except by special permission from the Superintendent, recommended by the Teacher and Principal, and only very urgent reasons will be deemed satisfactory.

91. All pupils are expected to attend school regularly and punctually, and to conform to all rules and regulations ; to be obedient and respectful to their teachers, kind and courteous to their schoolmates, studious and attentive in the school-room, and to observe general good order and propriety at all times.

Duties of Janitors.

92. It shall be the duty of the General Janitor to attend all regular meetings of the Board ; and special meetings when so notified.

93. To exercise special supervision over all Janitors of buildings.

94. To report, at regular meetings of the Board, all needed repairs of school property.

95. To deliver the monthly supplies to all school buildings.

96. To keep in good repair all school buildings, water closets, coal houses, sheds, fences, walks, trees and grounds.

97. To make, at the close of each school year, an inventory of all school property under his charge, accounting for any then missing—which was invoiced the previous year.

98. Janitors of buildings shall report for duty to Principals at the hour for the opening and closing of schools, except in small schools where special arrangements are made. In such large schools as may be ordered by the Board, they shall devote their whole time to the duties of their position. They shall keep school-buildings, furniture, yards and out-buildings neat and clean ; disinfect all water-closets once per week, build fires, open and close school buildings and yards, and see that windows, shutters and doors are securely closed when the schools are not in session.

99. They shall sweep school-rooms every day after school, and dust them every morning before school, and wash windows, floors and other woodwork as often as directed by the Principal. They shall guard all property upon the premises, promptly make such repairs as they are able to make, and report to the Principal all other repairs needed.

100. They shall be subject to the orders of the General Janitor, Principal and Superintendent ; they shall not assume or exercise any authority over pupils except by special order, but shall report to the Principal any violation of the school regulations on the part of the scholars that come under their notice.

Miscellaneous.

101. No school building shall be used for other than school purposes, except by special permission of the Board of Education.

102. In the first, second and third grades, promotions will be made on the judgment of the Teacher and Principal. Pupils in the fourth,

fifth, sixth, seventh and eighth grades must pass semi-annual examinations on the work of that semester, in all the studies assigned to their respective grades.

103. These examinations shall be under the direction of the Superintendent, and, so far as possible, shall be written.

104. Pupils must obtain a general average of 75 per cent., and not fall below 65 per cent. in any one study, in order to be entitled to promotion.

105. The result of the semi-annual examination shall be averaged with the monthly reports, and the percentages thus obtained shall constitute the basis of promotion.

106. The percentage in the High School for promotion and graduation shall be the same as the above. Promotions shall take place at the end of the year; examinations whenever a subject is finished.

107. The school year shall be divided into two equal parts, called semesters. The date for opening or closing any semester shall be fixed by special order of the Board of Education.

108. The regular holidays shall be: the 9th of September, the 22d of February, the 30th of May, every day on which an election is held throughout the State, and all Thanksgiving days authorized by the State or General Government. When the 9th of September, the 22d of February or the 30th of May fall upon a Sunday, the Monday following shall be a holiday. By common consent of the Department, the Friday after any Thursday on which a holiday occurs may be given, in lieu of the 9th of September or a general election day.

109. The hours of tuition and study throughout the year shall be from 9 o'clock A. M. to 12 o'clock M., with fifteen minutes' recess, from 10:30 to 10:45. And from 1:15 to 4 o'clock P. M., with fifteen minutes' recess, from 2:30 to 2:45. The first, second and third grades shall be dismissed at 2:30, and all the other schools at 4 P. M.

ALUMNI OF THE HIGH SCHOOL.

CLASS OF 1875.

Yda Addis
Addie Gates*
Lillie Milliken (Coulter)
Jessie Peel (Church)
Henry O'Melveney—7
Mary Thomas (Brown)
Henry Leck

CLASS OF 1876.

Olive Gibson (Marshall)
Mary Chauvin*
Helen White (Caystile)—4
M. Eva Myres (Waters)

CLASS OF 1877.

Ella Adams (Sippy)
Birdie Austin (West)
Fannie Bernstein
Fannie Benjamin
Katie Caystile (Porter)
Nannie Strauss (Dunsmere)
Emma Whisler (Gillson)
Nannie White (Northcraft—12
Edward Rimpau
Frank Rimpau
George Williamson
Nelson Williams

CLASS OF 1878.

Bettie Anderson (Lowman)
Ada Conner (Patten)
Lulu Ferguson (Hayes)
Albertina Haley (Pironi)
Fannie Kalisher
Abram Edelman
Hugh Glassell—10
Andrew Glassell
Glassell Paton
Claudina Rimpau*

CLASS OF 1879.

Kate Brousseau
Mary Foy
Ella Gird
Jennie Greenbaum
Nettie Morey (Deming)
Jessie Overman (Collins)
Carrie Smith
Charles Bell—11
Arthur Bent
Scott Chapman
George Howland

CLASS OF 1880.

Ada Biles (Marshall)
Nellie Curtis (Rorick)
Lulu Entwistle (Hinton)
Jessie Gibson
Edith Hadley
Rebecca Laventhal
Sara C. Reese
Lizzie S. Thayer
Mamie Woodworth (Woods)
Henrietta Rosson (Wood)—15
Albert Clapp
William Grosser
Maurice Hellman
Edward Meserve
Robert Strauss

CLASS OF 1881.

Linda Austin (Heald)
Adele Behn
Birdie Cannon
Belle Childs (Knox)
Lillie Chick (Patton)
Mattie Coffman
Evelyn Lothian
Alice Weil
Lizzie Weston
William Batchelor
Casper Cohn
Herman Heinsch
Bertha Hellman (Meyberg)—19
Adele Condit (Bloeser)
Josephine Dryden
Mary A. Gilday
Theodore Savage
Richard Stephens
Harry Tibbetts

*Deceased.

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DEPARTMENT OF EDUCATIO
LELAND STANFORD JUNIOR UNIVE

PUBLIC SCHOOLS.

ANNUAL REPORT

OF THE

BOARD OF EDUCATION

LOS ANGELES, CAL.

1886–1887.

Evening Express Co. Job Printing Rooms.

ANNUAL REPORT

OF THE

BOARD OF EDUCATION

AND

CITY SUPERINTENDENT OF SCHOOLS,

WITH THE

RULES AND REGULATIONS AND COURSE OF STUDY FOR THE PUBLIC SCHOOLS OF THE CITY OF LOS ANGELES.

1886-1887.

LOS ANGELES:
EVENING EXPRESS CO. PRINT, 17 WEST FIRST STREET.
1888.

BOARD OF EDUCATION.

Members for 1887.

DR. JOSEPA KURTZ, PRESIDENT. F. S. GRAHAM, SECRETARY.
C. N. EARL. MRS. A. S. AVERILL. C. P. THURSTON.

STANDING COMMITTEES.

FINANCE—THURSTON AND EARL.
SUPPLIES AND JANITORS—GRAHAM AND THURSTON.
BUILDINGS AND REPAIRS—EARL AND GRAHAM.
RULES AND REGULATIONS—THURSTON AND GRAHAM.
TEACHERS, SALARIES AND LIBRARY—AVERILL AND EARL.

Members for 1888.

DR. J. S. CRAWFORD, PRESIDENT. THOS. KELLEY, SECRETARY.
N. S. EMBODY. E. P. JOHNSON. C. E DAY.

STANDING COMMITTEES.

FINANCE—EMBODY AND KELLY.
SUPPLIES AND JANITORS—JOHNSON AND DAY.
BUILDINGS AND REPAIRS—KELLEY AND EMBODY.
RULES AND REGULATIONS—EMBODY AND DAY.
TEACHERS, SALARIES AND LIBRARY—DAY AND JOHNSON.

THE CITY SUPERINTENDENTS OF SCHOOLS HAVE BEEN:

DR. W. T. LUCKY, - - - -	1873 to 1876
C. H. KIMBALL, - - - - -	1876 to 1880
MRS. C. B. JONES, - - - -	1880 to 1881
J. M. GUINN, - - - - -	1881 to 1883
L. D. SMITH, - - - - -	1883 to 1885
W. M. FRIESNER, - - - - -	1885.

SCHOOL DIRECTORY FOR 1887-88.

W. M. FRIESNER, A. M., Superintendent.

Salary, $2,400 per year.

OFFICE 440 SOUTH FORT STREET.

Office Hours—8:30 to 10 A. M. 9 A. M. to 12 M. Saturdays.

MRS. ANNA S. AVERILL, Deputy Superintendent.

Salary $1,500 per year.

OFFICE 440 S. FORT STREET. Office Hours—9 to 12 Saturdays.

SCHOOL DIRECTORY FOR 1887-88.

DISTRICT NO. 1. Highland View School, Arroyo Seco Avenue.	Grades and Classes.	Years of experience	Years in L. A. City Schools	Yearly Salary.
1. Miss Mary L. Gower .	B1A1, B2,A2 P.M.	14	0	$750
2. Miss E. M. Snyder . (Principal).	B3,A3, B4A4 A.M.	17	2	850
DISTRICT NO. 2. Hellman Street School, Near Downey Avenue.				
3. Miss Mary E. McGraw .	B1,	6	2	800
4. Miss Mary A. Henderson (Ass't Principal).	A1,B2	5	2	950
5. Miss Frances V. Harrow	A1,B2,	1	0	750
6. Mrs. Alberta E. Baker .	A2,B3,	3	1	750
7. Miss Dora A. Perry . .	A3,B4, A.M.	3	0	750
8. Miss Louise C. Grove .	B4,A4, P.M.	2	0	750
9. Miss Ella M. Dixon . .	B5,A5, P.M.	3	0	750
10. Miss Annabel Tuttle .	B5,A5, P.M.	4	1	800
11. Miss Ella Foy	B6,A6, A.M.	6	0	750
12. Miss A. Genevieve Sharp	B6,A6, A.M.	11	1	850
13. Miss Bertha E. Gordon	B7,A7, P.M.	11	1	850
14. Arthur E. Baker . . . . (Principal).	B8,A8, A.M.	4	2	1200
DISTRICT NO. 3. Griffin Avenue School, Near Darwin Ave.				
15. Miss Helen E. Hunt . (Principal.)	B1,	6	0	1000
16. Miss A. F. Hutchings .	A1, P. M.	13	0	750
17. Miss Linda C. Watson	B2, A2, A. M.	4	1	800
18. Miss Kate McCarthy .	B3, A3,	3	0	750
19. Miss Fannie O'Hanlon	B4, A4,	6	0	750

School Directory for 1887-1888—Continued.

DISTRICT NO. 4. Macy Street School, Macy and Bridge Sts.	Grades and Classes.	Years of experience	Years in L. A. City Schools	Yearly Salary.
20. Miss Jeanne Ross . . . [Principal.]	B1, A1, B2, P. M.	20	5	$850
21. Miss Minnie M. Perley	A2, B3 A3, B4 A. M.	4	0	750
DISTRICT NO. 5. Breed Street School, Breed St. and New York Ave.				
22. Miss Jessie E. Frater (Principal.)	B1, A1, P. M.	12	2	1000
23. Miss Marie E. Murdoch	B2, A2, A. M.	12	4	850
24. Miss Olivia Day . . .	A3, B4, P. M.	2	0	750
25. Miss Mary Stewart . .	B3, A4, B5, A. M.	3	0	750
26. Miss Ida Teed	A5, B6, A6,	9	0	750
27. Miss Anna C. Murphy .	B7, A7 B8, A8	7	0	750
DISTRICT NO. 6. Railroad Street School, Railroad near Chavez Street.				
28 Miss Nellie Henry .	B1, A.M.	6	3	800
29. Miss Jennie C. Gould .	A1, B2, P.M.	13	1	750
30. Miss L. L. Williamson.	B2, A2, B3,	2	0	750
31. Mrs. A. W. North . .	A3, B4, A4,	10	0	750
32. M. C. Bettinger . . (Principal.)	B5, A5,	5	2	1000
DISTRICT NO. 7. Amelia Street School, Bet. Lazard and Weill Sts.				
33. Miss Jennie McCarthy .	B1, A.M.	2	0	750
34. Miss Nettie Getchell .	A1, P.M.	7	6	850
35. Miss Delia M. Watkins	B2, A2, A.M.	3	0	750
36. Miss Cora S. Slack . .	B2, A2, P.M.	13	2	850
37. Miss Mary A. Cook . .	B3, A3, A.M.	6	0	750
38. Mrs. Marian E. Blake	B4, A4, P.M.	9	0	750
39. Miss Addie C. Murray . (Principal.)	B7, A7,	24	4	1200

School Directory for 1887-1888—Continued.

DISTRICT NO. 8. Garey Street School, Garey St., near First.	Grades and Classes.	Years of experience	Years in L. A. City Schools	Yearly Salary.
40. Miss Emma B. Wait .	B1, A1,	13	6	$850
41. Mrs. E. A. Hanchette [Principal.]	B2, A2, B3,	12	0	1000
42. Miss Selina Burston .	A3, B4, A4,	10	0	750
43. Mrs. Julia Hornback .	B5, A5, A. M.	7	1	800
44. Miss Blanche Leviele .	B6, A6, P. M.	5	0	750
DISTRICT NO. 9. Seventh Street School, Seventh and Lemon Sts.				
45. Miss Maggie Tracy . . (Principal).	B1, A1 B2, A2	8	1	850
46. Miss Hattie F. Gower .	B3, A3 B4, A4	5	0	750
DISTRICT NO. 10. Castelar Street School, Castelar and College Sts.				
47. Miss Lizzie F. Keller .	B1, A. M.	11	4	850
48. Miss Cora M. Getchell	B1, P. M.	3	0	750
49. Miss Adeline Verhave .	A1, B2, A. M.	3	3	800
50. Miss Anna Harris . .	A1, B2, P. M.	4	4	750
51. Miss Mary McDonald .	A2, B3, A. M.	5	0	750
52. Mrs. F. J. Fitzgerald . (Asst. Principal).	A3, B4, P. M.	14	1	950
53. Mrs. M. H. Swift . .	A4, B5, P. M.	26	3	800
54. Mrs. C. G. Du Bois . . (Principal).	A5, B6, A. M.	26	15	1200
DISTRICT NO. 11. Temple Street School, Near New Cincinnati St.				
55. Miss Mattie V. Paul .	B1, A1, A. M.	7	2	850
56. Miss Helen H. Field .	B2, A3, P. M.	1	0	750
57. Mrs. Jennie W. Reed .	A2, B3, P. M.	1	0	750
58. Miss Lizzie P. Tully .	A3, B4, A. M.	6	0	750
59. Miss N. J. Miller . .	A4, A5,	15	0	750
60. H. D. Burnett . . . (Principal).	B5, B6,	12	4	1000

School Directory for 1887-1888—Continued.

DISTRICT NO. 12. Sand Street School, Sand Street.	Grades and Classes.	Years of experience	Years in L. A. City Schools	Yearly Salary.
61. Miss Grace Murdoch .	B1, A1, A. M.	8	3	$850
62. Miss Isabel Overman .	A1, B2, P. M.	7	0	750
63. Mrs. M. M. Hewes .	B2, A2, A.M.	17	4	850
64. Miss Clotilda A. Grunsky [Ass't Principal.]	B3, A3, P M.	1	0	850
65. Miss Lucy D. McConnell	A3, B4,	4	3	800
66. Mrs. Mary A. P. Smith	A4, B5,	15	10	850
67. Miss Fannie P. Wright.	B5, A5,	5	2	850
68. Miss Christiane J Muller	B6, A6,	2	1	800
69. Miss M. Helen Wooster.	B7, A7,	14	3	850
70. Geo. D. Howland . . (Principal).	B8, A8,	5	1	1200
DISTRICT NO. 13. Pearl Street School, Bet. Fourth and Fifth Sts.				
71. Mrs. Martha A. White (Principal).	B1,A1 B2,A2 A. M.	12	1	850
72. Miss Nora Tracy . .	B3,A3 B4,A4 P. M.	4	0	750
DISTRICT NO. 14. Normal Primary, Normal School Building.				
73. Miss Clara Stoltenberg	B1, A1,	3	3	850
74. Miss Fannie H. Quesnel	B2, A2, B3,	3	1	850
75. Miss Martha M. Knapp (Principal).	A3, B4, A4,	7	5	1000
DISTRICT NO. 15. Spring Street School, Bet. Fifth and Sixth Sts.				
76. Mrs. N. F. W. Pond .	A1, B2,	20	6	850
77. Miss E. Bengough .	A1, B2,	27	7	750
78. Miss Clara Bruere . .	B2, A2,	11	2	800
79. Miss Nora L. Desmond	A2, B3,	1	0	750

School Directory for 1887-1888—Continued.

District No. 15. Spring St. School, Continued	Grades and Classes.	Years of experience	Years in L. A. City Schools	Yearly Salary.
80. Miss Mattie H. Wilson	B3, P. M	5	2	$850
81. Miss Mary Cowan .	B1, A. M.	2	0	750
82. Miss Mable Rorick .	A3, B4,	3	1	800
83. Miss Emma Fleishman	A3, B4,	3	1	800
84. Miss E. J. Gibson . . (Ass't Principal),	A4, P M.	18	6	950
85. Miss Nellie F. Ray .	B5, A. M.	7	5	850
86. Miss Cecilia Auld .	A5, B6,	11	3	850
87. Miss Carrie W. Roberts	B6, A6,	19	0	800
88. Miss Regina Weinshank	B7, A7,	8	6	850
89. Amos W. Plummer . (Principal).	B8, A8,	11	1	1200
Night School.				500
High School,				
90. Mrs. Margaret J. Frick	Sub. Junior, P.M.	12	2	1000
91. Mrs. Mary L. Chapman		11	4	1000
92. Miss Florence Dunham	Senior Middle and Junior, A.M.	15	4	1000
93. Miss Lizzie A. Packard		12	12	1000
94. Fred. H Clark . . . . (Principal)		5	4	1200
District No. 16. Eighth Street School, Eighth and Grand Ave.				
95. Miss Louise Hutchinson (Ass't Principal).	B1, A1, A.M.	12	3	950
96. Miss Minnie S. Baxter	B2, A2, P.M.	4	4	850
97. Miss M. A. Parmelee .	B3, A3,	3	1	800
98. Mrs. Laura M Fortson	B4, A4,	12	0	750
99. Miss Vesta A. Olmstead	B5, A5,	2	0	750
100. Miss H. O. Anderson .	B5, A5,	6	0	750
101. Miss Isabel Conn . .	B6, A6,	5	0	750

School Directory for 1887-1888—Continued.

DISTSICT No. 16. 8th St. School, Continued. Eighth and Grand Ave.	Grades and Classes.	Years of experience	Years in L. A. City Schools	Yearly Salary
102. Miss Minnie Devin . .	B6, A6,	3	1	$800
103. Miss Maud Thomas .	B7, A7, P.M	3	0	750
104. Mrs. M. G. McComas .	B7, A7, A.M.	7	0	750
105. Miss Margaret K Scott (Principal).	B8, A8,	16	4	1200
DISTRICT No. 17. Montgomery Street School, Montgomery & Georgia Bell Sts.				
106. Miss Eva N. Holt . .	B1, A1, P M.	11	5	850
107. Miss Nettie M. Dick .	B2, A2, P3, A.M.	12	0	750
108. Miss Leonora Hassler	A3, B4, P.M.	1	0	750
109. R. F. Sallee . . . . [Principal.]	A4, B5, A5, A.M.	12	0	1000
DISTRICT No. 18. Pine Street School, Pine St. near Hill St.				
110. Miss Ella Maddrill . .	B1, A.M.	8	0	750
111. Miss Miriam F. Kooser	A1, P.M.	4	0	750
112. Mrs. Ida M. Malin . .	B2, A2, P.M.	2	0	750
113. Miss Alice C. Gray . .	B3, A3, A.M.	3	0	750
114. Miss G. Stebbins . . .	B4, A4, P.M.	3	0	750
115. Miss Sara C. Reese .	B5, A5, A.M.	7	7	850
116. Miss I. M. McCormack	B4, A4, P.M.	2	0	750
117. Miss J. M. Henderson (Principal).	B6, A6, A.M.	13	3	1000
DISTRICT No. 19. San Pedro St. School, Near Washington Street.				
118. Miss Nellie M. Fitzmier	B1, A1, A.M.	3	0	750
119. Miss Eliza P. Myrick (Principal).	B2, A2 B3, A3 P.M.	5	0	850
120. Mrs. C. P. Bradfield . (Principal of Drawing).	All.	22	6	1300
121. Lewis B. Lawson . . (Principal of Writing.)	All.	12	1	1000
122. Miss Adele Nichols . [Substitute.]		7	5	800

Average yearly salary of males	$1162 50
Average yearly salary of females	825 88
Average yearly salary of all teachers	847 95

No. teachers in Primary Schools	91
No. teachers in Grammar Schools	23.
No. teachers in High School	5
Drawing teacher	1
Writing teacher	1
Substitute teacher.	1
Deputy Superintendent	1
Total	123.

JANITORS.

Janitors' warrants are drawn in the names of the Principals, at the rate of $5.00 per month per room.

The rooms in District No. 14 are rented with janitor's services included

The janitor of District No. 15 pays an assistant out of his salary.

Dist. No.		*Per Mo.*
1.	Miss E. M. Snyder	$ 5 00
2.	A. E Baker	40 00
3.	Miss Helen E. Hunt	20 00
4.	Miss Jeanne Ross	5 00
5.	Miss Jessie Frater	20 00
6.	M. C. Bettinger	20 00
7.	Miss Addie Murray	20 00
8.	Mrs. E. A. Hanchette	20 00
9.	Miss Maggie Tracy	10 00
10.	Mrs. C. G. DuBois	20 00
11.	H. D. Burnett	20 00
12.	G. D. Howland	40 00
13.	Mrs. M. A. White	5 00
15.	A. W. Plummer	95 00
16.	Miss M. K. Scott	45 00
17.	R. F. Sallee	10 00
18.	Miss Janet Henderson	20 00
19.	Miss Eliza P. Myrick	5 00
	A. A. Henry, General Janitor	100 00
	E. S. Moody, Assistant Janitor	70 00

SECRETARY'S REPORT.

To the Board of Education, City of Los Angeles—

GENTLEMEN:—I have the honor to submit to you a statement of the Receipts and Expenditures of the Board from October 31, 1886, the date of the last Annual Report, to December 31, 1887.

RECEIPTS.

1886.			
Nov.	1.	To Balance	$19,194 08
Nov.	1.	To Apportionment City Fund	30,224 01
Dec.	31.	To Warrant 5402 Canceled	300 00
1887.			
Jan.	24.	To Apportionment City Fund	4,800 00
Jan.	27.	To Apportionment County Fund	18,879 00
Mar.	1.	To Tuition Non-Resident Pupils	127 50
Mar.	7.	To Apportionment State Fund	34,859 70
Mar.	7.	To Apportionment Library Fund	300 00
May	7.	To Tuition Non-Resident Pupils	50 00
May	24.	To Collector's Fees (returned by D.W. Field)	8 10
May	24.	To Over-charge, Whittier, Fuller & Co.	17 18
June	7.	To Tuition Non-Resident Pupils	52 50
June	30.	To Apportionment City Funds	1,760 47
July	2.	To Balance from Commencement Exercises	16 00
July	2.	To Tuition Non-Resident Pupils	34 35
July	13.	To Apportionment County Fund	900 30
Aug.	15.	To Apportionment State Fund	8,560 00
Sept.	3.	To Apportionment City Fund	2,650 20
Oct.	7.	To Apportionment City Fund	4,364 30
Oct.	8.	To Warrant 6732 Canceled	500 00
Oct.	8.	To Warrant 6738 Canceled	500 00
Oct.	31.	To Apportionment City Fund	32,624 55
Nov.	19.	To Sale of Lot cor. Fourth and Los Angeles Sts	7,000 00
Dec.	1.	To Tuition Non-Resident Pupils	35 00
			$167,757 24

EXPENDITURES.

By Teachers' Salaries	$88,975 02
By Janitors' Salaries	5,686 70
By Buildings	15,565 27
By Real Estate	17,767 36
By Insurance	986 45
By Furniture	1,472 90
By Labor and Repairs	6,083 99

EXPENDITURES—Continued.

By Census Marshal	372 85
By Printing	214 25
By Library	300 00
By Tuition of Nineteen Pupils in Fruitland District	190 00
By Paving	900 60
By Supplies	22,847 25
	$161,362 64
1888.	
January 1. By Balance	$6,394 60
	$167,757 24

MRS. ANNA S. AVERILL,
Secretary.

SUPERINTENDENT'S REPORT.

To the Board of Education:

GENTLEMEN:—One of your rules—No. 34—reads as follows: "It shall be his (the Superintendent's) duty to prepare an annual report, including statistics and a review of the work of the year and the general condition of the schools, together with facts of general interest to the community, and suggestions for promoting the efficiency of the department."

In accordance with this rule I present my report for the school year ending June 30, 1887, together with the usual statistics to date—January 1, 1888.

In reviewing the work of the past year I have to report that everything went on smoothly, and the results at the close were satisfactory. The two or three previous short school years had caused all classes to be behind the ten months' course of study, but this was remedied by the omission of the semi-annual promotions at the middle of the year, as noted in my last report. This enabled all classes to begin the new year, October 3, 1887, even with the course of study as printed.

THE COURSE OF STUDY,

both as to the amount of work assigned and the number of subjects required by the State, has been too heavy; yet the last Legislature required two more subjects—Entomology and the effects of narcotics and stimulants. We are doing what we can with these, orally.

All contracts for text-books expire in June, 1888. Most of the texts to be provided by the State will be ready for use when schools open next fall, and the course of study has been remodeled in accordance therewith. It is believed that it will prove satisfactory.

The course of study for this county covers nine years for the Primary and Grammar grades. The completion of this

course fits pupils to enter the State Normal school. For the sake of uniformity and at the request of the Principal of the State Normal school in this city we have, without material change of work, re-classified our course, so that the Primary embraces five years, the Grammar four, and the High School three.

KINDERGARTEN.

The Kindergarten work, commenced last year in one school of the first grade, has proved encouraging and satisfactory. It would in all probability be put into all first grade schools but for the lack of rooms and the expense of the materials.

HALF DAY SCHOOLS.

At the close of last school year we were conducting, for want of room, eighteen double sessions, that is two schools taught for a half day each by one teacher. This was unsatisfactory. Pupils in these schools could not do the same work as those who had all day sessions. Teachers often overworked themselves to get these schools, for the additional salary. The Board (your predecessors) therefore resolved to employ a separate teacher for each school and to extend the time for half day schools to four hours; or from 8:30 A. M. to 12:30 P. M. for morning schools, and 1 P. M. to 5 P. M for afternoon schools. This plan is much more satisfactory.

Children under eight years of age are allowed by State law to be in school only four hours daily. It is believed that the older pupils can do some studying at home. Therefore, wherever half day schools were necessary they have been given, if possible, to the higher and lower grades.

The abolition of double sessions, the natural increase of schools, and the resignation of teachers in the corps made it necessary to employ fifty new teachers for this year. This large increase of work made it impossible for the Superintendent alone to do justice to the department. I have to thank the Board for a realization of this fact and for the Deputy Superintendent employed on the first of January, 1888.

ACCOMMODATIONS.

In our rapidly growing city it is not always possible to provide school buildings as fast as they are needed. By the

sale of real estate, too valuable for school purposes, the supply has been kept up tolerably close to the demand until within the past eighteen months. The city had no authority to incur debt or issue bonds until the winter of 1886-87, when the State Legislature authorized cities to issue bonds for municipal improvements provided they were voted by the people. In accordance with this act of the Legislature the electors of this city voted in August, 1887, in favor of issuing $150,000 in bonds for the purpose of purchasing school sites, erecting buildings thereon and furnishing the same.

On the strength of this vote by the people the School Board purchased three new sites, asked architects for, and adopted plans for buildings, and ordered $7,200 worth of furniture. When the bonds were ready for sale by the City Council in October, a technical question as to the legality of their issue was raised, and notwithstanding the favorable opinion of the City. Attorney and other eminent legal talent, as to their validity, they have not been sold. What is the result? There has not been a school-room added to the department for eighteen months, and we now have *one hundred and nineteen* schools in *eighty-two* rooms. *Seventy-three* of them are on half day time, leaving but *forty-six* rooms with all day schools. Unless something be done to provide more rooms before the schools open in the fall of 1888 every one of the eighty-two rooms in the city will contain two schools. Seven of the eighty-two rooms are unfit for use, as any one may see by entering them during wet, cold or warm weather. Fifty school rooms are absolutely needed in this city at this writing, saying nothing of 2,000 children, carefully estimated, who are either attending private schools or are not in any school.

PURCHASE AND SALE OF PROPERTY.

In June, 1886, the Board purchased two lots for $4,000 at the corner of Fourth and Los Angeles streets with the intention of erecting thereon a High School building. Because no money was provided for the building and because the ground had greatly appreciated in value it was recently sold for $25,000. The money will be used for the erection of buildings in the most crowded parts of the city. The High

School therefore remains in its present cramped quarters in Spring street building on half day time. The three new sites purchased, one at the corner of Diamond and Alvarado streets, another at the corner of Tenth and Vernon streets, and the third on Brooklyn street, near Main, are still without buildings on them. It has been decided though to erect a four-room building on the Brooklyn street site soon. An additional lot, adjoining the school property, has been purchased on Amelia street, so there may be sufficient ground for the enlargement of the present four-room building to an eight-room one, when building funds are supplied.

There is a small dwelling house on this lot which is inhabited by the Janitress. In accordance with the policy of the Board, that Janitors should live on the school premises or near them, several Janitors have been allowed to erect cheap dwellings in school yards, during the past year.

SUPPLIES.

Stationer's supplies for the schools cost $1913.00 for the year ending June, 1886. For the year ending June, 1887, they cost $1705.00. At the beginning of the present school year the Board decided to advertise for the year's supplies, and they were purchased on the lowest bid at $1576.00. Among the tables at the close of this report will be found one showing how the supplies were distributed among the several buildings.

MANUAL TRAINING.

So much is said and written on this subject, pro and con, that I am constrained to add my mite.

I am heartily in sympathy with manual training in the common schools so far as it can be done with Kindergarten work. Beyond this it is difficult to determine how much or how little should be done. If there be as much need for training in iron, wood, leather, brass, cloth, cooking, etc., as the ardent advocates of manual training would have the country believe, why do not private enterprise and capital engage in the work as they do in law, medical and commercial schools? My ideas on the subject are so well expressed by Hon. B. N. Spahr, President of the Board of Education of Columbus, Ohio, that I quote the following from his report:

"I have only to say that, in my judgment, the public school system cannot be employed as a means of instructing pupils in the technical features of any form of employment or industry. It cannot teach the arts so that they may be practiced by the pupils; it cannot be a school for skilled labor, so that the student may be fully equipped to compete with those already engaged in the art of his selection. If the attempt were made, the school system would become more cumbersome and expensive than all other departments of government combined. It would not be just to introduce a few practical arts, like book-keeping, stenography, telegraphy, type-writing, which only a few of the students can practice. It would not be just to leave those arts out of the course, and teach iron-moulding, carpentry, blacksmithing, shoemaking, bricklaying, etc., etc. How shall the physician, the lawyer, the journalist, the farmer get his proper proportion of technical knowledge from the course of instruction? All have equal rights in the school fund. I have mentioned this array of human callings as illustrative of the thousand and one other avenues of activity in which the struggle of life is carried on, without mentioning woman's part in the labor of the world, not with the intention of casting opprobrium on the attempt to give practical education at the public expense, but to show the overwhelming vastness of the enterprise, and the utter impossibility of its realization. What rule shall guide us? Where shall the limit be fixed? My answer is that, whatever subject is of benefit to all should be found in the course of study; when it is for the benefit of only a few, it should not be found there. Unless some such barrier is raised, the public school will cease to be a common school, and may become a school of specialties, in teaching which, great injustice must be done. Entertaining these views, I think it would be unwise to establish Manual Training in the primary or grammar schools of the city, as at present constituted. I would like to have something taught, in that direction, in schools especially adapted to the purpose, and under the direction of those who understand something on the subject; but the public schools which we have now cannot be

turned into workshops, without doing a positive injury to the cause of education.

"As our High Schools, by common consent, have grown to be a part of the school system, it may be that certain features of Manual Training may be profitably introduced into the course of study in those schools. Drawing, as the foundation of Manual Training, is the first step in practical education (in the mechanical arts), and it can be and is taken, in all our schools, without damage to any interest, but with appreciable benefit to all; yet, to make it obligatory upon all, to make it a study for all, with drawing books to be filled by hook or by crook, and a formidable array of machinery, winding up with the inevitable examinations and marks, is an utter absurdity, and for many, worse than a waste of time. It is trying to make the public school do for all, the work which, in the technical school, is wisely confined to those who have special natural aptitude for it."

TARDINESS.

There are still too many cases of tardiness in our schools among both teachers and pupils, although the number of cases among pupils has been reduced.

Number of cases of tardiness of pupils in					1884	9189
Number	"	"	"	"	1885	9195
Number	"	"	"	"	1886	7256
Number	"	"	"	"	1887	6356

On this subject we suffer by comparison with three other cities taken at random.

The number of tardy marks per pupil, for one year, based on the average daily attendance, is for

Springfield, Illinois	0.38
Columbus, Ohio	0.83
San Francisco	0.91
Los Angeles	1.92

NIGHT SCHOOL.

At the beginning of this school year there seemed to be a considerable demand for night schools. The Board accordingly advertised extensively for all who wished to attend, to register before a certain date. About seventy persons registered, when the Board employed two teachers and announced the school to open December 5th, 1887. Not more than

thirty persons presented themselves, so one teacher was dispensed with, and the school has since continued in the Spring street building under the control of A. W. Plummer, with an attendance of about 25 boys and men, all of whom are in earnest and doing good work in Reading, Writing, Spelling, Arithmetic, Language, and as general exercises, Physiology and Geography.

TEACHERS.

I am glad to note the practice on the part of the School Board to employ teachers on their merits. The only questions asked are: "Is he or she a good teacher, and of good moral character?" For the benefit of non-residents desiring to become teachers in our schools, we print the following information:

The minimum salary in the schools of this city is $750 per year, and the maximum, $1,300, paid in ten equal monthly installments from October 1st to July 1st. Length of school year about nine months. The minimum salary is paid to all teachers for their first year in the city. After that they are paid what the Board may think them worth. From twenty-five to fifty teachers are required annually to fill vacancies and supply new schools. If strictly first-class teachers can afford to come here and wait from one to six months, and do substitute work, they will have little trouble in securing good positions at paying salaries. Those who hold Los Angeles County Certificates, possess merit and make *personal application* secure the places. Holders of Primary Certificates may teach in the first five, or Primary grades; holders of Grammar Grade Certificates in the next four, or Grammar grades; holders of Grammar School Course Certificates, in the next three or High School grades. Four years successful experience is required to teach in the first and second grades. One year's successful teaching is required for all other grades.

All persons from other States wishing to teach must be examined, except those holding a State Life, or a State Normal Diploma. A State Normal School is located in this city. All certificates are issued by the County Board of Examiners. I quote as follows from their rules:

RULE 9th. The examination of applicants for teachers' certificates will begin on the third Tuesday in June, and on the Tuesday following the first day in Jauuary of each year, and will proceed in the order given below.

RULE 10th. All applicants must be present at the beginning of the examination in required subjects, and be punctual in attendance throughout the examination.

TEST EXAMINATION.

Arithmetic, Grammar and Orthography are test subjects. In these subjects a general average of 75 per cent. is required for Grammar Grade Certificates. An average of 65 per cent. for Primary Grade Certificates. Applicants failing to obtain an average of 65 per cent. will be excused from the examination.

SUBJECTS, TIME AND STANDARD OF EXAMINATIONS.

	Subjects.	*Time.*	*Standard.*
	FOR PRIMARY GRADE CERTIFICATE.		
1.	Orthography	½ hour.	50
2.	Arithmetic to Percentage	2 "	100
3.	Arithmetic, Oral	½ "	25
4.	Grammar and Composition	2 "	100
5.	Grammar, Oral	½ "	25
6.	Geography	1 "	50
7.	Geography, Oral	½ "	25
8.	History of U. S.	1½ "	50
9.	History of U. S., Oral	½ "	25
10.	Word Analysis	1 "	50
11.	Penmanship	½ "	25
12.	Theory and Practice	1 "	100
13.	Physiology, including the effects of Alcohol and Narcotics on the human system.	1 "	50
14.	Physiology, Oral	½ "	25
15.	Reading	1 "	50
16.	Vocal Music	½ "	25
17.	Elements of Bookkeeping	½ "	50
18.	Practical Entomology	1 "	50
19.	Industrial Drawing	½ "	50
	Total for Primary Grade Certificate		925
	FOR GRAMMAR GRADE CERTIFICATE.		
20.	Arithmetic, beyond Percentage	2 hours	100
21.	Algebra to Quadratics	1½ "	50
22.	Elementary Geometry	½ "	50
23.	Physics	1 "	50
24.	Literature and Rhetoric	1 "	100
25.	Natural History	1 "	50
26.	Constitution of U. S., California and School Law	1 "	50
27.	Principles of Education and Psychology	1 "	50
28.	Bookkeeping (double entry)	1 "	50
	Total for Grammar Grade Certificate		1,475

Subject, Time and Standard of Examinations—Continued.

	Subjects.	*Time.*	*Standard.*
	FOR GRAMMAR SCHOOL COURSE CERTIFICATE.		
29.	Advanced Algebra	1 hour.	50
30.	Geometry and Plane Trigonometry	1½ "	100
31.	English Literature, selections found in Sub. 14, U. C., Matriculation	1 "	50
32.	Chemistry	1 "	50
33.	Mineralogy	1 "	30
34.	Latin or Freehand Drawing	1 "	50
35.	Oral Examinations	1 "	50
	Total of Grammar School Course Certificate.	.....	1,875

Holders of valid Primary Grade Certificates of this County, granted upon not less than 85 per cent., may receive Grammar Grade Certificates upon passing the examination in Grammar Grade subjects.

CERTIFICATES UPON CREDENTIALS.

The County Board may, without examination, issue certificates and fix the grade thereof, upon the following credentials: Life Diplomas, California Educational Diplomas, California State University Diplomas (when recommended by the Faculty thereof), California State Normal School Diplomas and State Normal School Diplomas of other States.

CONCLUSION.

To the patrons of the schools and to all persons officially connected with them, I am grateful for the support and encouragement given me.

Very sincerely,

W. M. FRIESNER.

REPORT OF THE PRINCIPAL OF WRITING.

W. M. Friesner, Superintendent of Public Schools:

DEAR SIR:—At this time I have the pleasure to report that the writing in all the grades is in a most satisfactory state of advancement.

The difficulties which unavoidably attend a radical change in methods of teaching that had to be contended with last year have practically disappeared and the pupils eagerly and readily learn the lessons regularly assigned them; while in many of the rooms there are those who already pride themselves on their proficiency in the use of the pen.

Mention was made in my last report that I believed some of the best work was being done in the primary rooms. The good results are now apparent both in the writing and lively interest evinced for the subject by the pupils of the lower grades.

The permanent intrinsic value of early and systematic training of a child in writing can perhaps be best appreciated when we consider how tenaciously the national characteristics of penmanship adhere to the writing of those educated in foreign schools, and which will in the generality be good or bad according to the way first taught.

Although there are several new schools this year, I have been able by shortening the time of lessons to visit all except a few rooms once each week.

During the year I try to give as complete a course of lessons as possible in all grades beginning with the elements, their combinations, and taking up in turn the small letters, capitals, words, sentences and body writing, with continual attention to natural and correct position and movement.

This year writing with pen and ink was introduced in the third grade; a change pleasing to the pupils as well as affording a more timely and thorough preparation for the rapid written work required in the higher grades. I am of the

opinion that pen and ink writing might be commenced with equal advantage in the second grade. Thanking all of the teachers for their kind and painstaking co-operation,

Respectfully submitted,

L. B. LAWSON,

Principal of Writing.

REPORT OF PRINCIPAL OF DRAWING.

To W. M. Friesner, Superintendent of Schools:

SIR:—In making my report to you, I can say with pleasure that the drawing is every year making greater progress. Pupils entering the grammar grades, from the primary, show the effects in their work of the faithful drill given them in drawing, and demonstrate the fact that the principles of design can be taught to young children. The pupils from the grammar grades going into the High School are also well prepared, so much so, that to do our work as it should be done, we greatly need a drawing room, especially adapted for the purpose. This year, owing to the crowded condition of our schools, and the half day sessions, I think it not best to attempt modeling in clay.

Especial attention is paid in every grade to designing; commencing in the B 2 with combinations of straight lines and squares; the work progresses in its various stages of development through the grammar grades and High School. Most artistic and finished work is produced, drawn in such a manner as to be used by the manufacturer. Object drawing is begun as soon as the child can be made to see the form of things, and very young children will draw things that they are familiar with, as a top, the bell, a boy's cap, a basket, etc. with a surprising degree of accuracy.

This year we are happy in having a complete outfit of Prang's models for object drawing. Object drawing is learning to see. The first difficulty is in teaching the pupil to draw what he really sees, instead of what he thinks he sees. In order to do this great attention must be paid to the position of an object, and to its distance from the pupil, for every change in the position varies the apparent form of an object, and every change in distance varies its apparent size. Every teacher should make a careful study of the school room, in order to find the best points to place the objects to be drawn.

I would recommend each teacher to find the proportions of the objects, and to draw them in different positions before giving a lesson. In shading the objects, the light should be from the side of the room only.

Believing that children should be taught properly from the start, and finding, from many years' experience, that the coarse and heavy lines are the result of using the slate and pencil in drawing, giving the child a harsh touch, which in some cases is never wholly eradicated even after months of use of the pencil and paper, we have discontinued their use, and place in the hands of the smallest children the blank drawing book and lead pencil.

The drawing is taught by the regular teacher of each class, under the supervision of the drawing teacher who instructs at regular times in the school month in every grade and school in the city. The drawing teacher does all the work in the High School.

I would like to express my gratification at the manner in which the teachers in all grades have carried out my ideas, and also at the progress they themselves have made in the study of design and drawing.

DIRECTIONS FOR ALL CLASSES.

The pupil should sit facing the desk, both feet on the floor, shoulders back, head up, holding book or paper with left hand. Hold the pencil so that the point projects beyond the end of the forefinger an inch or an inch and a half, according to the size of the hand.

Pencils should be long, well pointed, and used for drawing only. The edge of the book or paper should be parallel with that of the desk. In drawing curves, turn the book. Do not measure or rule. Erase only at the order of the teacher.

Drawing is easily taught when the teacher studies and practices each lesson before entering the school room, and is up and about among the pupils—knowing what each is doing.

Pay great attention to dictation exercises and blackboard work. In dictation exercises, either at blackboard or on paper, *never* allow the eraser to be used. Dictate rapidly, and do not repeat in case mistakes are made; the pupil will

soon find that strict attention is necessary, and better work will be done at the first trial than by repeated erasing and commencing.

At the blackboard the pupils should stand squarely on both feet, and in a position to keep the work in its progress before them. In all drawing, keep the eye upon the point to be reached—not on the pencil or crayon.

Examinations will be given in memory drawing at regular intervals.

Bartholomew's system is used as a basis for our drawing, and I have found Dixon's M., inserted rubber, to be the best pencil for ordinary work. Respectfully,

CORDELIA P. BRADFIELD,
Principal of Drawing.

REPORT OF PRINCIPAL OF HIGH SCHOOL.

W. M. Friesner, Superintendent of City Schools—

DEAR SIR:—The year 1887 has brought no important change in the surroundings of the High School. The want of a separate building presses upon us constantly, and interferes witht a growth and strengthening that might otherwise be realized. However, the work of the school is in a vigorous and healthy state. The graduation of the class of 1887 was ably conducted by Miss L. A. Packard, Acting Principal, nineteen pupils receiving diplomas. The resolution of the Board of Education with reference to future commencements, limiting the number of speakers in each class to ten, will introduce a long desired improvement.

Our course of study, although printed in different form, has not been materially changed from last year. The change then made of moving Algebra and Latin from the Sub-Junior to the Junior year is found to be entirely satisfactory. It leaves the Sub-Junior year free to fill its proper place as the completing year of the Grammar Department.

Allow me here to call attention to what seems to me an opportunity for the greatest advancement of High School interests and for vast additional benefit to our city's education. It is the establishment of a Manual Training Department in connection with our High School. The demand is often made that manual training be placed in our schools as now organized; but such work is inconsistent with the purposes and opportunities of a school-room. It is work having a distinct character of its own, and requiring for success—shops, tools and skilled instructors. The great value of such training and the need for it at present, however, make any plans for its realization worthy of consideration. The plan suggested is forenoon study upon subjects very much the same as now laid down in our High School course; to be followed in afternoons by about two hours hand work in

shops, under the charge of instructors selected especially for this purpose. Thus would be carried on, side by side, during these important years for education, head work and hand work, each helping and completing the other, each ranking on a level with the other, and each bringing to the other additional honor and dignity. In such combined work as herein indicated is to be found the foundation of manufacturing and commercial enterprise, and a sympathy between workers in different callings that will go far toward preventing the separation of our citizens into classes held apart by contempt and envy, and toward solving the now perplexing questions between employers and employed. Generous wealth, seeking to do some great good for our city, could not find a more fruitful field than this.

Our youths need to be surrounded by all possible aids toward broad views of life and fixed and earnest purposes. For several years now the air of our city has been full of wonder, of sudden change, of fortunes gained more often by lucky hits than by steady persevering effort. With these surroundings our young men are tempted to leave studies half done in order to enter earlier upon money-making business. They are tempted to value vocations of hard work and small but steady pay, low in comparison with schemes that offer a prize of sudden and easy wealth. Schools should be a conservative force,—showing to pupils the great truths and teaching them to value rightly those things the worth of which is neither changeable nor exchangeable. Much is desired by our school from the city in the line of more bountiful provision and support. On the other hand the school would be justly to be condemned, if it did not labor eanestly for the city's welfare.

FRED. H. CLARK,
Principal High School.

Table No. 1.—Census Marshal's Reports, Etc., Etc.

	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887
No. of White Children between 5 and 17 years of age.....	2614	2715	2775	2973	3175	3579	4085	4275	5070	5544	5990	7384
No. of Negro, Indian and Chinese Children between 5 and 17 years of age.....	35	30	35	29	27	41	79	55	58	40	60	73
Total number of Census Children.	2649	2745	2810	3001	3202	3620	4164	4330	5128	5584	6050	7457
No. of Children under 5 years of age ...	898	1025	1100	1220	1028	1228	1184	1446	2369	2576	2731	3491
No. Children bet 5 and 17 years of age who have attended public schools during y r	1262	1405	1447	1404	1522	2698	1819	2495	2976	3417	3877	4874
No. Children bet 5 & 17 yrs of age who have attended private schools only during y'r	474	313	338	366	385	518	651	502	611	762	747	934
No. Children bet. 5 and 17 years of age who have not attended school during y'r	912	984	1014	1211	1289	988	1616	1307	1504	1405	1416	1649
No. of Pupils enrolled in the public school	1641	1766	1730	1776	1754	1924	2234	2975	3479	4111	4680	5445
No. of Teachers employed.....	19	21	25	27	28	29	33	43	49	66	86	118
Average number of Pupils per Teacher	86	84	69	66	63	63	68	69	71	63	57	46
Cost per capita on total enrollment. ...	$17 63	.. ..	$15 05	$16 28	$15 79	$14 39	$18 41	$16 06	$15 32	$16 66	$16 53	$15 77
Cost per capita on average enrollment...	35 50	.....	24 27	24 79	24 19	22 09	29 29	25 37	22 75	23 08	23 81	24 68
Cost per capita on average daily attend'ce	35 70	.. ..	26 39	26 91	26 14	23 85	30 91	26 83	24 38	24 27	25 15	26 14

Table No. 2.

DIST.	Name of School.	1885-86 Total Enrollment	1885-86 Average Enrollment	1885-86 Average Attendance	1885-86 Per Cent of Attendance	1885-86 Tardy Marks	1886-87 Total Enrollment	1886-87 Average Enrollment	1886-87 Average Attendance	1886-87 Per Cent of Attendance	1886-87 Tardy Marks.
No 1.	Arroyo Avenue school	53	38	36	95	111	63	42	39	93	128
No. 2	Hellman . treet school	293	186	176	95	323	454	338	320	95	575
No. 3	Griffin Avenue school	342	192	183	95	218	278	182	172	94	238
No 4.	Macy treet school	71	44	43	97	26	93	50	48	96	11
No. 5.	Breed Street school	201	118	112	94	365	238	144	135	94	309
No 6.	Railroad Street school	379	196	183	94	311	325	179	168	94	152
No. 7.	Amelia Street school	302	147	141	96	145	387	242	228	95	239
No. 8.	Garey treet school.	430	217	206	95	175	263	152	142	92	106
No 9.	Seventh Street school	63	40	37	93	250	50	35	32	91	103
No 10.	Castelar Street school	413	220	210	95	514	395	216	206	96	359
No. 11.	Temple Street school	148	75	69	92	269	278	164	150	91	239
No. 12.	Sand Street school	715	385	369	96	591	522	298	282	95	507
No. 13.	Pearl Street school	63	32	29	94	215	58	33	31	93	71
No. 14.	Normal Primary school	272	159	152	96	346	176	115	109	95	141
No. 15.	Spring Street school	867	509	488	96	822	746	489	466	95	956
No. 16.	Eighth Street school	511	305	289	95	1059	473	369	359	95	807
No. 17.	Montgomery Street school	93	49	45	93	420	135	65	61	93	249
No. 18	Pine Street school	345	173	163	94	390	295	194	183	94	354
No. 19.	San Pedro Street school	71	38	36	94	76	87	49	46	94	77
No. 20.	High school	143	115	109	95	634	172	143	136	95	735
	Totals	4680	3249	3076	95	7256	5485	3499	3303	94	6356

Table No. 3.

Name of School.	No. Teachers			No. of Rooms	No. of Schools	No of Desks	No. of Pupils	No. Pupils per Teacher	Size of Rooms.
	Male.	Female.	Total.						
NO. DIST.									
1. Arroyo Avenue	—	2	2	1	2	49	111	56	28x32
a. Hellman street	1	11	12	8	12	373	506	42	27x31
3. Griffin avenue	—	5	5	4	5	202	245	49	27x30
4. Macy street	—	2	2	1	2	54	90	45	28x30
5. Breed street	—	6	6	4	6	192	269	45	27x35
6. Railroad street	1	4	5	4	5	193	239	48	28x32
7. Amelia street	—	7	7	4	7	193	290	41	28x32
8. Garey street	—	5	5	4	5	205	245	49	27x32
9. Seventh street	—	2	2	2	2	65	94	47	28x32
10. Castelar street	—	8	8	4	8	198	350	44	27x30
11. Temple street	1	5	6	4	6	192	257	43	28x32
12. Sand street	1	9	10	8	10	395	471	47	27x34
13. Pearl street	—	2	2	1	2	45	75	38	28x30
14. Normal primary	—	3	3	3	3	148	151	50	25x30
15. Spring street	1	13	14	12	14	571	664	47	27x34
16. Eighth street	—	11	11	9	11	434	516	47	25x40
17. Montgomery street	1	3	4	2	4	91	166	42	28x30
18. Pine street	—	8	8	4	8	192	340	43	28x32
19 San Pedro street	—	2	2	1	2	56	102	51	28x30
20. High school	1	4	5	2	5	107	168	34	27x34
Totals	7	112	119	82	119	3955	5349	45	

Table No. 4.—Names and Location of Buildings, and Estimated Value of Property.—1887-88.

No. of District	Name of School.	Location.	Size of Lot.	Value of Lot.	Value of Buildings.	Value of Furniture, Apparatus and Library.	Total Value.	Date of Erection of Buildings.
1	Arroyo avenue	Arroyo Seco and Cypress avenues	150x200	$ 1,500	$ 1,500	$ 200	$ 3,200	1884
2	Hellman street	Hellman street, near Downey avenue	½ acre	6,000	12,000	2,000	20,000	1886
3	Griffin avenue	Griffin avenue, near Darwin street	110x330	5,000	4,000	1,000	10,000	1882
4	Macy street	Macy and Bridge streets	1¼ acre	2,500	500	150	3,150	1875
5	Breed street	Breed street and New York avenue	148x180	4,000	10,000	1,000	15,000	1886
6	Railroad street	Railroad street, near Chavez street	150x 00	4,000	6,500	1,000	11,500	1884
7	Amelia street	Amelia street, near Lazard street	140x200	10,000	10,000	1,000	21,000	1886
8	Garey street	Garey street, near F rst street.	120x240	14,000	5,000	1,000	20,000	1876
9	Seventh street	Seventh and Lemon streets	150x170	3,000	3,000	500	11,000	1884
10	Castelar street	Castelar and College streets	120x245	6,000	6,000	1,000	13,000	1882
11	Temple street	Temple street, near Cincinnati street	153x205	6,000	10,000	1,000	17,000	1886
12	Sand street	Sand street, near Castelar street	153x219	9,000	15,000	2,000	26,000	1872
13	Pearl street	Pearl street, near Fourth street	120x165	7,000	500	100	7,600	1882
14	Normal Primary.	Fifth street and Grand Avenue				750	750	
15	Spring street	Spring and Fort, near Sixth street	120x330	132,000	40,000	3,000	175,000	1884
16	Eighth street	Eighth street and Grand Avenue	240x165	30,000	12,000	2,000	44,000	1871
17	Montgomery street	Montgomery and Georgia Bell streets	1¼ acre	10,000	1,000	200	11,200	1875
18	Pine street	Pine street, near Hill street.	100x240	10,000	6,500	1,000	17,500	1885
19	San Pedro street	San Pedro street, near Washington street	acre	2,500	500	100	3,100	...
20	High school	In Spring street building				500	500	....
		*Diamond and Alvarado streets	125x200	6,000			6,000	
		*Tenth street and Vernon avenue	138x188	5,000			5 000	
		*Brooklyn street, near Main street	135x150	5,000			5,000	
				$278,500	$144,000	$19,500	$446,500	

*These sites have been purchased, but buildings are not yet erected on them.

Table No. 5.

DIST.	NAME OF SCHOOL.	Boxes Crayon	Dozen Lead Pen.	Boxes Slate Pen.	Boxes Pens.	Reams Foolscap	Inches Ruled Ppr	Inches Soft Paper.	Bottles Mucilage.	Bars Soap.	Dozen Erasers	Dozen Penhold'rs	Gallons Ink	Sweepers.	Brooms.	Feather Dusters.
1	Arroyo Avenue	4	10	2	3	2½	1	5	2	6	1		½			1
2	Hellman Street	50	72	21	33	13½	21	98	6	12	15	12	5	2	1	
3	Griffin Avenue	12	36	20	7	3	13	34	1	16	2		2½	3	2	1
4	Macy Street	4	10	5	1	1	3	3	1	10	1				2	
5	Breed Street	19	72	13	14	8	5	51	3	38	2	5	1½	1	4	3
6	Railroad Street	28	48	17	12	3	16	50	3	21	1	6	2½			4
7	Amelia Street	29	28	8	10	5	8	36	6	12	11		3	3	4	2
8	Garey Street	21	16	4	11	4	4	22	1	16	2	6	2½		2	
9	Seventh Street	5	8	2	2	1	2	8	2	4	2			1	2	
10	Castelar Street	26	44	13	11	3	7	51	3	8			2½		1	1
11	Temple Street	24	33	9	14	3	4	17	1	8	7		2	1	6	
12	Sand Street	36	48	22	34	13	22	74	7	24	3	15	4		1	
13	Pearl Street	7	11	5	1	1	1	7	1	2	1	2	½		2	
15	Spring Street	57	50	14	45	15½	49	159	4	20	18	26	4	5	5	8
16	Eighth Street	71	52	19	42	10	9	90	1	36	6½	24	3½	1	1	2
17	Montgomery Street	16	22	4	8	2½	8	32	5	4		3½	1	1	2	2
18	Pine Street	28	20	6	14	6½	19	26	1	22	1	2	1½			
19	San Pedro Street	5	7	4	2	1	2	7	1	2	2			1		
20	High School	11			14	10½		68	1		5	7	1			
	Totals	453	587	188	278	106½	198	838	50	261	80½	106½	37	20	35	24

Supplies for District No. 14 are furnished by the Normal School authorities.

COURSE OF STUDY.

PRIMARY DEPARTMENT.

Time for Each Class—One Half Year.

FIRST GRADE—B CLASS.

READING AND SPELLING.—Oral lessons from chart and blackboard. First Reader may be used at the discretion of the teacher. Word and phonic methods combined. Begin with simplest words, names of familiar objects. Use the "word frames," having pupils build all new words in the lesson each day, with as many in review as possible. Have children write words on slates or ruled paper as soon as they are able. Endeavor from the first to impress children that the words MEAN something.

ARITHMETIC.—All combinations of numbers to 6; use numeral frames and objects-beans, blocks, splints, shoe-pegs, etc., in developing the relation between numbers and the figures that represent them. Teach meaning and use of signs. Count by 2's to 10, beginning with 0 and 1. Count, read and write numbers to 50. Simple exercises daily on slates and blackboards. Roman numerals to correspond with reading lessons. California State Primary Number Lessons for reference.

GEOGRAPHY.—Develop the ideas of location, direction and distance.

FIRST GRADE—A CLASS.

READING AND SPELLING.—California State First Reader to page 46. Drill in elementary sounds at each lesson. Pronounce words at head of lesson and in lesson several times before allowing pupils to study or read. Have pupils make very short and simple sentences containing the words in their

lessons. See that they read the script as well as the print. Review frequently and have each lesson well read before passing it. Have one or more read the entire lesson at each recitation, sometimes coming forward and facing the class. Spell words in lessons, both by sound and by letter, giving special attention to articulation, pronunciation and marks.

ARITHMETIC.—All combinations of numbers to 10; no remainders in division. Count by 2's and 3's to 25, beginning with 0, 1, 2 and 3. Count, read and write numbers to 100. Train to recognize the sum of any two figures at sight as two letters are recognized as a word. Continue all other work of the B Class. State Primary Number Lessons for reference.

GEOGRAPHY.—Locate school house and pupils' residences the name of the street and number of the house to be given. Have the general direction between the two given, by the semi-cardinal points if necessary, and the distances reckoned by blocks. Teach name of the city and draw outline map of the school room.

FIRST GRADE—A AND B CLASSES.

WRITING.—Require pupils to sit erect and hold pencils correctly and naturally, from the beginning. Give light writing and show pupils how to move the fingers. Do not let them write too long at a time. The hand has a rounded appearance when the pen is properly held. Allow no writing with the left hand. Give much practice to elements and their simplest combinations. Give short words as you do letters, naming the lines, giving but one at a time. Illustrate on the blackboard in spaces ruled to correspond with slates and paper. Write each pupil's name and paste in front of his reader for constant reference.

LANGUAGE.—Talk with the pupils about familiar objects in the school room. Read and tell simple stories, and have them reproduced by the children. Require them to answer questions in complete sentences. Encourage them to give the substance of reading lessons in their own language, and tell what they see in the pictures. Correct all faulty expres-

sions. Teach pupils to recognize capital letters, the period and question mark. Have them construct short sentences containing words from charts and readers.

DRAWING.—Bartholomew's Tracing Book, No. 1, and Cards, No. 1. Dictation exercises. Drawing on blackboards. Drawing from objects.

ORAL INSTRUCTION.—Object lessons, with a view chiefly to the cultivation of perception and expression. Talk about simple and familiar objects of dress, food and furniture, developing facts as to name, production and use. Encourage children to tell what they have learned about such things, leading them to habits of observation and attention. Distinguish the primary colors, and the kinds of lines as to shape. Reference books: Calkins' Primary Object Lessons and Mrs. Mayo's Object Lessons. Teach effects of alcohol and narcotics. Reference, Pathfinder, No. 1.

MORALS AND MANNERS.—Enforce habits of cleanliness, neatness and obedience to parents. Tell simple stories to illustrate honesty, truthfulness and kindness. Tell what is, and what is not, proper behavior on play-ground, the street and at home. Teach a few short maxims, have pupils repeat them in concert, and as soon as they are able, write them. Cowdery's Moral Lessons, and Gow's Morals and Manners, for refefence. In this and in all higher grades, it should be constantly borne in mind that true education is character building. Give lessons on cruelty to children and animals.

PHYSICAL EXERCISE.—Three times daily, or whenever the children are weary or inattentive. Open windows during the exercise; close them immediately afterwards. For illustrations, see Mason's Physical Exercises. Endeavor to infuse animation, to make the children enjoy it. Secure good time in movements. Do not permit noisiness.

MUSIC.—Practice the scale. Teach half a dozen easy and suitable songs. Motion songs recommended. Try to secure correct time and good tone from the first. Fifteen minutes daily. Mason's First Music Reader, for reference.

SECOND GRADE—B CLASS.

READING AND SPELLING.—First Reader, from page 46 to 87. Same general methods as in First Grade. Have pupils tell substance of each lesson in their own language. Talk and tell stories about it, and use every effort to make them see that the reading has a meaning, and to be able to express the meaning in a clear and natural way.

Pay attention to proper positions; pupils to stand erect on both feet, with book held well up in the left hand. Practice sight-reading occasionally—something very easy. Teach the diacritical marks and sounds as they occur in the Reader. Have the words at the head of each reading lesson written on slates or ruled paper, as well as spelled orally and by sound. Examine the work of each pupil, and require careless work to be re-written. Spell common words used in conversation and recitation as they occur. Dictate sentences from reading lessons, or original ones containing same words, to be written; very slowly at first, and increase speed and quantity as fast as progress justifies.

ARITHMETIC.—All combinations of numbers to 25. Remainders in division may be given. Count by 10's to 100, forward and backward, beginning at 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9. Give simple questions in mental arithmetic frequently. Number cards may be used. Add columns not exceeding 100, the sum not exceeding 1,000. Multiply and divide by 2 and 3, multiplicand and dividend not to exceed 1,000. Roman notation as far as reading lessons extend. Refer frequently to State Primary Number Lessons.

GEOGRAPHY.—Talk about lines and modes of travel in and about the city. Develop the idea of distance by means of the inch, foot, yard, rod, block and mile. Don't forget direction. Draw map of school-room and locate the furniture.

SECOND GRADE—A CLASS.

READING AND SPELLING—First Reader completed. Other work and instructions same as B Class. Teach sounds and diacritical marks.

ARITHMETIC—All combinations of numbers to 50, with remainders in division. Count by 2's and 3's to 100, beginning with 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9. Develop idea of one-half and one-fourth by use of objects. Simple questions in Mental Arithmetic very frequently. Number cards may be used. Add columns not exceeding 10,000. Multiply and divide by 2, 3 and 4, multiplicand and dividend not to exceed 10,000. Roman notation as far as reading lessons are numbered. Use the ideas of the State Primary Number Lessons.

GEOGRAPHY—Teach name of County and State and tell the children what they are. Talk to them simply about the people, animals, common plants and trees, climate, etc., of the county and vicinity. Draw outline map of the school yard with school building properly located. Review B Class work except the map.

SECOND GRADE—A AND B CLASSES.

WRITING—Review elements, small letters and capitals, Have pupils rewrite careless and incorrect writing. Use long pencils and hold them like a pen, giving careful attention to position and general appearance of writing as to slant, spacing and height. Copy all script lessons in reader. Write only where lines are ruled to guage relative height of letters. P. D. and S. Tracing book No. 1 may be used.

LANGUAGE—Continue as in First Grade; require much writing on slate and blackboard of short sentences containing words at the head of reading lessons; write short stories about familiar objects and what is seen in pictures, then read them. Fill elliptical expressions. Copy paragraphs from reader and read them. Call attention to words mispronounced and incorrect expressions of any kind used by the children at any time; correct them impressively, without trying to give reasons. Teach use of capitals, period and question mark, and to recognize other marks of punctuation used in the reader.

DRAWING—Bartholomew's Tracing Book No. 2 and Cards No. 1. Dictation exercises. Drawing on blackboard. Drawing from objects.

ORAL INSTRUCTION—Object lessons on the metals and other familiar substances, as wool, cotton, silk, glass, chalk, sponge, wood, etc., developing facts as to production and use. Develop idea of direction, height, length and width. Talk about common animals, their voices, where they live, what they eat and what they do. Distinguish primary and secondary colors, and apply them to objects. Distinguish lines as to position. Same reference books as in First Grade. Instruct on alcohol and narcotics. Refer to Pathfinder No. 1.

MORALS AND MANNERS—Same as in First Grade. Insist upon neatness in work as well as in person. Require politeness to teachers and schoolmates. Teach simple rules of health. A few more maxims. Make use of little incidents that occur in the school room and upon the play ground, involving the question of right and wrong, to impress the moral virtues. Reference books same as First Grade.

PHYSICAL EXERCISE.—Same as in First Grade.

MUSIC.—Fifteen minutes daily. Teach five or six new songs. Continue practice of scale. Require pupils to sit or stand erect. Suppress boisterous singing. Mason's First Music Reader for reference.

THIRD GRADE—B CLASS.

READING AND SPELLING. — California State Second Reader, to page 53. Words at head of lesson to be repeatedly pronounced, and their meaning clearly explained before such lesson is read or studied. Require pupils to make sentences containing such words, thus making a valuable language lesson of the reading. Give special drill on words hard to pronounce, or commonly mispronounced, and do not stop the pupil in the middle of a paragraph. Continue drill in elementary sounds and diacritical marks as found in the reader. Aim to infuse animation by your example; this will go far to secure good expression, both of voice and face, and to break up the bad habits of hesitating and repeating. Frequent exercises in sight-reading, requiring the pupils to come forward and face the class, will do much to incite them to effort and inspire them with confidence. Do all work found

in the reader. Spelling same as in First and Second Grade work, but much more of the writing from dictation may be required, both from readers and original sentences containing words used in oral lessons and common talk. Spell by sound. Pupils should know all sounds and marks.

ARITHMETIC.—All combinations to 100. Much practice in addition, columns to 10,000 and sums to 100,000. Multiply and divide by all the digits to 7, multiplicand and dividend not exceeding 100,000. Develop idea of fractions with 1 for numerator, to eighths. Roman numerals as far as reading lessons. Give much mental work; practical examples coming within the range of pupil's knowledge of mechanical work as they progress. Consult State Primary Number Lessons freely.

GEOGRAPHY.—Draw outline map of the city of Los Angeles giving attention to location, direction and distance. Locate on the map:—Los Angeles river; Soto St.; Alameda and San Fernando Sts. and Downey Ave.; San Pedro St.; Main and Kurtz Sts.; Spring St.; Pearl and Figueroa Sts.; Alvarado St.; Jefferson, Adams, Washington, Pico, Seventh and Ninth Sts.; Diamond and Second Sts. and Stevenson Ave.; First, Temple, and Aliso Sts.; the School Houses; Court House; Opera House; City Hall; Army Headquarters; Sisters' Hospital; Plaza; Pico, St. Elmo, Nadeau, New U. S. and Westminster Hotels. Make imaginary journeys about the city.

THIRD GRADE—A CLASS.

READING AND SPELLING.—Second Reader from page 53 to 99. Other work and instructions same as B Class.

ARITHMETIC.—All combinations to 1,000. Much practice in addition, columns to 100,000 and sums to 1,000,000. Teach subtraction where reduction is necessary. Multiply and divide by all the digits, multiplicand and dividend not exceeding 1,000,000. No long division. Develop idea of fractions with numerator greater than 1 to twelfths. Roman numerals as far as reading lessons. Give much mental work with analysis; practical examples coming within the range of

pupils' knowledge of mechanical work as they progress. Consult and use State Primary Number Lessons freely.

GEOGRAPHY.—Review work of lower classes. Teach pupils to tell what a county is, and study Los Angeles county by drawing an outline map on which locate the following: Los Angeles, San Gabriel and Santa Ana rivers, Santa Monica, San Fernando and San Bernardino Mountains, and Old Baldy. Southern Pacific and Santa Fe Railroads, with branches to Santa Monica, Ballona, San Pedro and Santa Ana. The towns of San Fernando, Pasadena, Monrovia, Pomona, Santa Ana, Anaheim, Long Beach, Wilmington, San Pedro, Redondo Beach and Santa Monica. Tell in what direction from Los Angeles County, Ventura, Kern, San Bernardino and San Diego counties are. Teach pupils to know what an ocean, a bay, a cape or point and an island are.

THIRD GRADE—A AND B CLASSES.

WRITING.—Begin the use of pens and ink. Review as in second grade. Give much practice on whole arm and forearm movement as directed by the special teacher. P. D. and S. Tracing Book No. 2 may be used.

LANGUAGE.—Copy reading lessons, with special attention to capitals and punctuation, then read them. Write short descriptions of objects and of incidents or events in which pupils are interested. Write and give orally substance of oral lessons in geography and natural history. Require reproduction of stories told or read at previous times. Proper use of capitals, periods and interrogation points. Distinguish nouns, verbs, adjectives and adverbs. No definitions. Continue careful correction of common errors in speech, and the writing of sentences containing certain words. Write letters with attention to beginning, closing and the address.

DRAWING.—Bartholomew's Drawing Books, Nos. 3 and 4. Cards No. 2. Dictation exercises. Drawing on blackboard. Object Drawing.

ORAL INSTRUCTION.—Object lessons with a view to developing and naming qualities of objects, as: Rough, smooth,

hard, soft, tough, brittle, transparent, opaque, sticky, slippery, flexible, elastic, combustible, fusible, soluble, porous, mallable, ductile. Plants—with Hooker's Child's Book of Nature, Part I, for reference. Review primary and secondary colors, and teach other common colors, brown, gray, purple, pink, etc. Reference, Calkins' Primary Object Lessons. Instruct on alcohol and narcotics. Refer to Pathfinder, No. 1.

MORALS AND MANNERS.—Same as First and Second Grades.

PHYSICAL EXERCISE.—Two or three times daily. Care should be taken to secure good air in the room during the exercises, and to shut off draughts when through. Give breathing exercises. Aim at variety and strive against listlessness. Try to make these exercises such that pupils will ask for them.

MUSIC.—Teach whole, half and quarter notes with corresponding rests. Read notes by letters and syllables. Ask questions on what has been taught. Mason's First Music Reader, fifteen minutes daily.

FOURTH GRADE—B CLASS.

READING AND SPELLING.—Second Reader from page 99 to page 147. Pupils may be taught and called upon to give synonyms for words in the lessons. Occasional concert reading of paragraphs that have been thoroughly taught may be practiced. Often call upon pupils to read some instructive storyto the class, make them feel it an honor, and use all your ingenuity in awakening an interest. Have pupils repeat after you, in concert, short sentences suitable for cultivating inflection and modulation and general voice training.

Spell from Reader and other text-books. Spell by letter, by sound and in writing, using spelling blanks and pencils. Give attention to diacritical marks and silent letters. Pay special attention to neatness.

ARITHMETIC.—Continue all the work of A, Third class, with much practice in addition. Divide by all numbers to 12 inclusive by short division, and multiply by all numbers to 12 inclusive as one operation. Teach Long Division, the

divisor not to exceed three figures. Add and subtract fractions with common denominators. Do abstract, concrete, mental and analytical work. Consult State Primary Arithmetic.

LANGUAGE.—Reproduce orally and in writing, reading lessons, stories of American history read by teacher, stories of pictures, and substance of oral lessons on any subject. Give careful attention to spelling, writing, capital letters and punctuation.

GEOGRAPHY.—Draw map of California. Learn boundaries, name and locate five large cities, two rivers, two mountain ranges, Los Angeles county, S. P. and C. P. railroads, etc. Make imaginary journeys to different parts of the State by rall and the ocean. Teach something of the plants, animals, climate and products of the State. Review.

FOURTH GRADE—A CLASS.

READING AND SPELLING.—Second Reader, from page 147 to 193. Other work and instruction same as B Class.

ARITHMETIC.—Put State Primary Arithmetic into the hands of pupils and let them master it. Teach U. S. Money, including simple bills, Long and Liquid Measures and Avoirdupois Weight. Continue all the work of the B Fourth Class.

LANGUAGE.—Reproduce stories from readers, from American History, read by teacher, from pictures and from oral lessons on any subject; giving attention to spelling, penmanship, capitals and punctuation. Exercise pupils in letter-writing, with careful attention to the beginning, closing and address.

GEOGRAPHY.—Review Geography of the City, County and State, with a short and simple outline of the government of each, including population in round numbers, history, commerce, industries, size, etc. Draw map of the city, and locate points of interest.

FOURTH GRADE—A AND B CLASSES.

WRITING.—P. D. and S. Copy Book No. 2. Drill on the principles of small and capital letters. Practice arm

movements. Require correct position and enforce neatness. Have careless work rewritten.

DRAWING.—Free-hand Drawing Books, Nos. 5 and 6. Dictation exercises. Special Exercise Book A. First lessons in Design—with circle. Drawing on blackboard. Drawing from objects.

ORAL INSTRUCTION.—Plants, their relative size, general structure, principal parts and functions of each part. Hooker's Child's Book of Nature, Part I, and Gray's How Plants Grow, for reference. Review colors and lines and teach the different kinds of angles. Calkinns' Primary Object Lessons. Refer to Pathfinder No. 1 for instruction on alcohol and narcotics.

MORALS AND MANNERS.—Tell suitable stories, repeat maxims, insist upon general neatness, pure and chaste language; use works of reference recommended for First, Second and Third Grades.

PHYSICAL EXERCISE.—Same as in lower grades.

MUSIC.—Review what has been taught. Explain the staff. Teach names and relative value of the different notes and rests. Practice beating time. Mason's First Music Reader, fifteen minutes daily.

FIFTH GRADE—B CLASS.

READING AND SPELLING.—Second Reader from page 193 to 238. Require pupils to write all new words, with synonyms and definitions, to be read and criticised as a part of the recitation. Require them to produce the subject matter of all pieces read. Have the lesson read once through, substituting for principal words synonyms or brief definitions. Practice freely the concert exercise of short sentences for training the voice, requiring your rendering to be closely imitated. Sight-reading, as often as practicable, from suitable periodicals or books. Pupils should be able to read an ordinary newspaper paragraph with readiness and intelligence. Try to make all recitations pleasant, by varying their character and avoiding monotony. Spell all new words in reader, and all other text books. Spelling contests occasionally.

Word lessons in articulation, pronunciation, diacritical marks and sounds. Spelling blanks, using pen and ink.

ARITHMETIC.—California Advanced Arithmetic to page 63. Subjects: Notation, Numeration, Addition, Subtraction, Multiplication and Division. Much work on blackboard, giving simple test examples not found in book. Frequent mental exercises original and from book. Daily drill in rapid addition. Review work of lower grades.

LANGUAGE.—California State Grammar, Part I to page 35. Composition exercises on subjects taught in oral lessons or suggested by pictures. Letter writing.

GEOGRAPHY.—Show with the globe the shape and size of the earth and its relation to the sun, moon and stars. Study the United States, by the outlines furnished, in the order found in Harper's Introductory Geography, from page 69 to 34. Draw map of Western or Highland States.

FIFTH GRADE—A CLASS.

READING AND SPELLING.—Second Reader completed. Other work and instructions same as B Class.

ARITHMETIC.—Advanced Arithmetic, from page 63 to 97. Subjects: Factors, Multiples and Common Fractions. Much work on blackboard, giving simple test examples not found in book. Develop idea of decimals, in connection with Common Fractions, whose denominators are 10, 100, etc. Frequent mental exercises original and from the Book. Daily drill in rapid addition. Reviews.

LANGUAGE.—Complete State Grammar, Part I. Composition exercises on subjects taught in oral lessons or suggested by pictures. Letter Writing and reviews.

GEOGRAPHY.—Complete the Introductory Book as follows: North America, South America, Europe, Asia, Africa and Hemispheres, by outlines furnished. Draw maps of North and South America

FIFTH GRADE—A AND B CLASSES.

WRITING.—P. D. & S. Copy Book, No. 3. Continue drill in elements, small and capital letters, and practice of movement. Require the pupil's best and neatest work.

DRAWING.—Free-hand Books, Nos. 7 and 8. Special Exercise Book A. Dictation. Fine Drawing. Blackboard drawing. Exercise in designing. Drawing from objects.

ORAL INSTRUCTION.—Elementary Physiology and Hygiene. The Senses. Part II, Hooker's Child's Book of Nature for reference. Refer to Pathfinder No. 1 for instruction on alcohol and narcotics.

MORALS AND MANNERS.—Conversational lessons on politeness and rules of deportment at home and in public places. Illustrate by common incidenis of noticeably good or bad behavior. Keep neatness prominent in person, desk, books, examination papers, etc. Same references as in lower grades.

PHYSICAL EXERCISE.—Twice a day. Consult Mason's or other suitable book on Physical Exercise for forms. May allow a pupil to lead. Secure animation.

MUSIC.—Mason's Second Music Reader. Simple two-part songs and easy rounds. Count and beat time. Practice intervals. Fifteen minutes daily.

GRAMMAR DEPARTMENT.

SIXTH GRADE—B CLASS.

READING AND SPELLING—California State Third Reader, to page 91. Encourage pupils to make free use of dictionaries. Pay special attention to the character of each selection, adapting the style of reading to the sentiment of the piece. Occasional concert reading of choice selections. Continue elocutionary drill in modulation, inflection, enunciation and emphasis. Words in text books, especially Geography to be spelled. Spelling contests with other classes of same grade recommended—by sound, by letter and in writing with silent letters and sounds marked.

ARITHMETIC.—From page 97 to 128. Subjects: Review Common Fractions, Decimal Fractions, Bills and Long Measure. Rapid Addition daily. Reviews.

GRAMMAR.—California State Grammar, Part II, to Page 106 ~~44~~. Letter writing and composition continued.

GEOGRAPHY.—Harper's School Geography, commenced at page 24 and studied to page 53 by outlines, as follows: United States, New England, Middle Atlantic, South Atlantic, South Central, and North Central States. Draw maps of United States and North Central States.

SIXTH GRADE—A CLASS.

READING AND SPELLING.—Third Reader, from page 91 to 172. Other work and instructions same as B Class.

ARITHMETIC.—From page 128 to 154. Subjects: Surface, Cubic, Liquid, Circular and Time Measures; Avoirdupois aad Troy Weights; Longitude and Time. Rapid addition daily. Reviews.

GRAMMAR.—State Grammar, Part II, from page ~~44~~ to ~~85~~. Letter writing and composition continued. Review.

GEOGRAPHY.—Study from page 53 to 86, the following, by outlines: Northern States of the Plains, Southern States of the Plains, Highland-Pacific States, Dominion of Canada, Mexico, Central America and South America. Draw maps of the West Central and States of the Plains—northern division, and the Highland-Pacific States.

SIXTH GRADE—A AND B CLASSES.

WRITING.—P. D. & S. Copy Book, No. 4. Grade pupils on neatness and rate of progress. Once each year collect and file specimens made on slips of uniform size.

DRAWING.—Free-hand Books 8 and 9. Special Exercise Book B. Dictation, limiting time. Drawing on blackboard. Designing with square. Drawing from objects.

ORAL INSTRUCTION.—Animals; Colton's Practical Zoology from page 1 to 24. Manufactures; how clothing is prepared; food articles, where and how obtained and prepared; different kinds of fuel and building materials. Instruct on alcohol and narcotics from Pathfinder No. 2.

MORALS AND MANNERS.—Energy, activity, directness of purpose, self-reliance, perseverance and endurance, as contributing to success in life; apply them to the performance of school duties. Show the evil effects of want of energy, indecision, laxity of purpose. Same reference books as before.

PHYSICAL EXERCISE.—Twice a day, as in Fifth Grade.

MUSIC.—Mason's Third Music Reader. Practice sight singing in all the keys. Fifteen minutes daily.

SEVENTH GRADE—B CLASS.

READING AND SPELLING.—Third Reader, from page 172 to 252. Pupils in this grade should learn something of the author of every piece studied. Appoint certain ones from day to day to find out and report to the class something more of the authors than the book gives—having them bring in and read suitable selections from their writings. Make the developing and training of voices the object of frequent and suitable exercise. The training of pupils in reciting "declamations" may profitably be made a part of regular lessons in reading, care being taken in the selections. Use dictionaries freely. Special attention to words in Geography and History for Spelling Inter-class contests, once or twice each term recommended, on same conditions as Sixth Grade. Mark sounds and silent letters.

ARITHMETIC.—From page 154 to 181. Subjects: Denominate Numbers, U. S. Money, Analysis, Proportion, and Partnership. Rapid Addition daily. Reviews.

GRAMMAR.—State Grammar from page 85 to 131. Write compositions and letters. Review.

GEOGRAPHY.—From page 86 to 119, the following, by outlines; Europe, Asia, Oceanica, and Africa. Draw maps of Europe and Africa.

SEVENTH GRADE—A CLASS.

READING AND SPELLING.—Third Reader from page 252 to 331. Other work and instructions same as B Class.

ARITHMETIC.—From page 181 to 204. Subjects: Percentage, Profit and Loss, Commission, Insurance, Taxes, Duties, Stocks. Rapid addition daily. Reviews.

GRAMMAR.—State Grammar from page 131 to 166. Write compositions and letters. Review.

GEOGRAPHY.—Special Geography of California by outline. The first 24 pages of the book. A general review with special attention to the United States. Draw map of California.

SEVENTH GRADE—A AND B CLASSES.

WRITING.—P. D. & S. Copy Book, No. 5. Frequent exercises in arm and forearm movements. Grade pupils on careful, pains-taking work.

DRAWING.—Free-hand Books, Nos. 10 and 11. Special Exercise Book C and American Blank Drawing Book. Lessons in Design. Blackboard drawing. Dictation. Drawing from Objects.

ORAL INSTRUCTION.—Animals: Colton's Practical Zoology from page 24 to 86. Instruct on Alcohol and Narcotics from Pathfinder, No. 2.

MORALS AND MANNERS.—Lessons on the rights of property, duties of citizenship, respect for authority, respect for age, filial obedience. Take advantage of current incidents of daily news to impress a lesson in good manners or morality upon your pupils. Same reference books as before.

PHYSICAL EXERCISE.—Arm movements and breathing exercises, as directed in Swett's School Elocution.

MUSIC.—Mason's Third Music Reader.

EIGHTH GRADE—B CLASS.

READING AND SPELLING.—Third Reader from page 331 to 411. Pursue same general plan as in Seventh Grade. Do not allow trashy selections to be recited or read. Supplementary Reading, Irving's Sketch Book.

ARITHMETIC.—From page 204 to 246. Subjects: Interest, Partial Payments, Compound Interest, Accounts, Square and Cube Roots. Rapid addition daily. Reviews.

GRAMMAR.—From page 166 to 199. Write compositions and letters. Review.

U. S. HISTORY.—State Series to the War for Independence.

EIGHTH GRADE—A CLASS.

READING AND SPELLING.—Complete Third Reader and follow instructions for B Class and Seventh Grade. Supple-

mentary Reading, Lady of the Lake (Guin.) The Spelling of words in History and Physiology to be made a part of each recitation, and these words specially used in the "contests," which are advised, as in the lower grades. Mark sounds and silent letters.

ARITHMETIC.—Complete the book with a General Review.

GRAMMAR.—Complete the book and Review.

U. S. HISTORY.—To the Civil War.

EIGHTH GRADE—A AND B CLASSES.

WRITING—P. D. & S. Copy Book, No. 6.

DRAWING.—Free-hand Drawing Books, Nos. 11 and 12, and American Blank Drawing Book. Lessons in Designing from natural objects. Dictation Exercises. Drawing on blackboard. Drawing from objects.

ORAL INSTRUCTIONS.—Animals from page 86 to end of Colton's Zoology. By this time the pupils should be able to pass examination in the elementary facts of Botony, Zoology, Physiology, and Natural Philosophy. Refer to Pathfinder No. 2 for instruction on alcohol and narcotics.

MORALS AND MANNERS.—Adapt any of the suggestions to lower grades on this subject that are suitable for your class. Give an occasional earnest talk, (no set speeches), remembering that conerete illustrations and facts are better than abstract theories. Gow's Morals and Manners and Cowdery's Moral Lessons for reference.

PHYSICAL EXERCISE.—Same as Seventh Grade.

MUSIC.—Mason's Fourth Music Reader.

NINTH GRADE—B CLASS.

GEOMETRY,—Hill's Elementary.

COMPOSITION.

U. S. HISTORY.—Complete State Book.

PHYSIOLOGY.—Hutchinson.

PHYSICAL GEOGRAPHY.—Mauray.

DRAWING.

NINTH GRADE—A CLASS.

GEOMETRY.—Hill's Elementary.

COMPOSITION.

ENGLISH HISTORY.—Gardiner.

PRACTICAL ENTOMOLOGY.—Colton's Zoology.

BOOK-KEEPING.—Bryant and Stratton.

DRAWING.

NINTH GRADE A AND B CLASSES.

ORAL INSTRUCTION, MORALS AND MANNERS, PHYSICAL EXERCISE AND MUSIC.—Review work of lower grades.

HIGH SCHOOL COURSE OF STUDY.

ENGLISH COURSE.

	No.	Subject.	Text Book Used.
Junior Year	I	Government.	Young's Civil Government.
		Botany.	Gray's School & Field Book of Botany
	II	Rhetoric.	Kellogg's Text Book in Rhetoric.
		Greek History.	Sheldon's Greek and Roman History.
	III	Algebra.	Wentworth's Elements of Algebra.
	IV	English.	Irving's Alhambra. (Lovell.) Scott's Lay of the Last Minslrel. (Rolfe Whittier's Snow Bound. (Riverside.) Longfellow's Evangeline. (Riverside)
	V	Drawing.	
Middle Year.	I	Physics.	Gage's Elements of Physics.
	II	Roman History.	Sheldon's Greek and Roman History.
		Chemistry.	———
	III	Geometry.	Wentworth's Plain & Solid Geometry.
	IV	English.	Addison's Sir Roger de Coverley. (English Classics.) Shakespeare's Merchant of Venice. (Hudson.) Lowell's Sir Launfal. (Riverside Sp. Ed.) Burke's Select Works. Vol. I (Macmillan.) Thackery's Newcomes. (Lowell.)
	V	Drawing.	
Senior Year.	I	Astronomy.	———
		Mathematics.	———
	II	Zoology.	———
		Geology.	Le Conte's Compend of Geology.
	III	English Literature.	Kellogg's English Literature.
		Political Economy.	Jevon's Political Economy.
	IV	English.	Shakespeare's Julius Cæsar. (Hudson.) Hale's Longer English Poems. (Macmillan.)
	V	Drawing.	

LATIN COURSE.

Latin as Subject I in the above.

Latin Text Books.
- Tetlow's Latin Lessons.
- Allen & Greenough's Latin Grammar.
- Allen & Greenough's Cæsar.
- Allen & Greenough's Cicero.
- Greenough's Virgil (with Vocabulary.)

CLASSICAL COURSE.—All pupils desiring to fit for college as classical students will study Greek as an extra subject in Middle and Senior years.

PREPARATION FOR COLLEGE.—All pupils desiring to enter college will review necessary studies instead of Subject II in the Senior year.

ELECTION OF COURSE.—On entering the High School, pupils must elect a regular course. A change may be made at the end of the Junior year, but at no other time except upon satisfactory reasons set forth in writing by parent or guardian.

PARTIAL COURSE.—Upon the written request of parent or guardian, pupils may be allowed to pursue less than the full number of subjects required for each year.

GRADUATION.—Pupils having satisfactory records in either regular course are candidates for graduation. In each class the ten pupils having the highest standing in Deportment and in all subjects studied during the course will have the honor of speaking in the graduating exercises. They will be taken from each course in proportion to the numbers enrolled therein at the end of the Senior year.

Los Angeles Public Schools.

Condensed Course of Study for Primary and Grammar Grades.

TEXT BOOKS.	PRIMARY GRADES.										GRAMMAR GRADES.							
	First Grade.		Second Grade		Third Grade.		Fourth Grade.		Fifth Grade.		Sixth Grade.		Seventh Grade.		Eighth Grade.		Ninth Grade.	
		A	B	A	B	A	B	A	B	A	B			A	B	A	B	A
First Reader. State Series		46	87	128														
Second Reader. State Series					53	99	147	193	238	288								
Third Reader. State Series											91	1, 2	252	331	411	486		
Number Tablets									VI	VII	VIII	IX	X	XI	XI	XII		
Arithmetic. Advanced. State Series									63	97	128	154	181	204	246	261		
Grammar. Cal. State Series. Part I									35	67								
Grammar. Cal. State Series. Part II											44	85	131	166	199	232		
Geography. Harper's Introductory									69 34	110								
Geography. Harper's School											24 53	86	119	124				
History of United States. State Series															133	311	393	
Tracing and Copy Books. (P. D. & S.)			1	1	2	2	2	2	3	3	4	4	5	5	6	6		
American Blank Speller							1	1	1	1	1	1	1	1	1	1	1	1
Dictionary. Webster's High School											1	1	1	1	1	1	1	1
Music Reader. Mason	1	1	1	1	1	1	1	1	2	2	3	3	3	3	4	4	4	4
Tracing & Drawing Books. Bartholomew	1	1	2	2	3	4	5	6	7	8	8	9	10	11	11	12	13 14	13 14
Cards in Drawing	1	1	1	1	2	2												
Special Exercise Book	Nat'l. Bl'k. Draw Bk.						A	A	A	A	B	B	C	C	Am. Blk.		Draw Bk.	

RULES AND REGULATIONS

OF THE

BOARD OF EDUCATION

OF THE

CITY OF LOS ANGELES.

ORGANIZATION.

1. The annual meeting of the Board shall be held at the first regular meeting after the municipal election in December, at which time the newly elected members shall take their seats and assume the duties of their offices.

2. The Board shall organize by electing a President and Secretary, who shall hold their offices one year, or until their successors shall be elected and qualified.

3. The President, immediately after the organization, shall appoint the following standing committees consisting of two members each, viz:—

1. Finance.
2. Supplies and Janitors.
3. Buildings and Repairs.
4. Rules and Regulations.
5. Teachers, Salaries and Library.

THE PRESIDENT.

4. The President shall preside at all meetings of the Board, when present, in his absence, the members shall elect a President *pro tem*.

5. He shall sign all warrants and all records of meetings of the Board.

6. He shall call special meetings of the Board when, in his judgment, it is necessary or at the request of two members.

7. He shall appoint, at least once each term, a special committee or committees, whose duty it shall be to visit the various schools, note their order, progress and general condition, and report results of their observations to the Board.

THE SECRETARY.

8. The Secretary shall keep a full and accurate record of all the proceedings of the Board, and of the members present at each meeting, and shall file and preserve all papers relating to the business of the Board. He shall keep books of accounts showing an itemized record of all receipts and expenditures of the Board, and such other books and records as may be required.

9. He shall draw and countersign all warrants for salaries and bills allowed by the Board. He shall countersign all records of the Board

10. He shall furnish a yearly report of the receipts and expenditures of the Board, and such other statistics as may be required for the annual report of the Board of Education.

11. He shall conduct the correspondence of the Board, and notify teachers and janitors of their election or dismissal, and shall apprise each member of special meetings called by the President.

MEETINGS.

12. The regular meetings of the Board of Education shall be held on the first and third Tuesday evenings of each month, at such an hour as may be agreed upon.

13. The order of business at each regular meeting shall be as follows:—

1. Reading of Minutes.
2. Passing upon Bills and Claims
3. Communications.
4. Reports of Committees—Standing and Special.
5. Report of Superintendant
6. General, Unfinished and Special Business.

14. The above order of business may be suspended at any meeting, by a majority of the members present.

15. A majority of the Board shall constitute a quorum for the transaction of business.

STANDING COMMITTIES

16. The Standing Committees shall manage the business for which they have been appointed and report to the Board, as may be required, for their approval or otherwisė.

17. The Board shall refer all business, belonging to Committees to them—before action is taken; but, if no report is made in proper time, the Board may act without a report.

BILLS.

18. All bills must be audited at the first regular monthly meeting, unless otherwise ordered by a special vote; but warrants for fixed salaries may be issued by the President and Secretary when due without formal order of.the Board.

19. No bill for supplies shall be audited unless accompanied by the requisition of Committee on Supplies or the Superintendent. All bills must be presented to the Secretary on the day before the regular meeting.

ELECTIONS.

20. The Superintendent and General Janitor shall be elected at the first regnlar meeting in June. The election of Teachers shall take place at the first regular meeting in July.

21. Vacancies and new positions may be filled at any meeting of the Board, or, in case of emergency, by the Committee on Teachers.

22. Applicants for positions as teachers must apply in person and present a written application to the Secretary, which must be accompanied by evidence of the possession of a legal certificate, or of such credentials as entitle the holder to receive such certificate.

23. No person shall be eligible to election to a position as teacher who cannot present satisfactory evidence of at least one year's actual successful experience in teaching.

DUTIES OF THE SUPERINTENDENT.

24. The Superintendent shall be the executive officer of the Board of Education, and shall have a general supervision of all the public schools of the city. It shall be his duty:

25. To make and enforce such regulations as he may deem conducive to the best interests of the schools, not in conflict with the general rules of the Board.

26. To visit each of the schools of the city as often as his other duties will permit; giving attention to organization, discipline and instruction, directing the teachers from time to time to make such changes, not contrary to adopted rules, as shall seem best calculated to give greater efficiency to the schools.

27. To carefully observe the government, mode of instruction and general conduct of each teacher, and whenever he shall have good reason to doubt his or her efficiency or fitness, to report the same promptly and plainly to the Board of Education.

28. To hold such teachers' meetings, general or special, as he may deem necessary for the purpose of giving instruction or direction to the teachers in the discharge of their duties, for the discussion of methods of teaching and systems of school government, and to secure uniformity in grade work and in discipline of the schools.

29. To see that the regulations of the schools are uniformly and faithfully observed and executed in all the departments of the schools; that the school registers are properly kept, and reports made by the teachers with care, neatness and uniformity.

30. To have charge of all the property of the school department, to inspect buildings, furniture, apparatus, etc., and report to the Board or the proper committee any needed repairs or improvements. He shall also draw requisitions for all regular supplies.

31. To keep himself informed in regard to the school systems of other cities, their plans of organization, modes of government, methods of instruction, and such other matters as may assist the Board to legislate wisely for the highest interests of the schools, and for this purpose to exchange reports between this and other School Boards.

32. To fill all vacancies occasioned by the temporary absence of regular teachers; and to make such other temporary arrangements relative to the schools as he may deem proper, and report the same to the Board at its next subsequent meeting

33. To attend all meetings of the Board of Education, and at the first regular monthly meeting to present a written report of the attendance and such other matters as require attention, and at all times give such information to the members of the Board as they require to inform themselves of the condition of the schools.

34. To prepare an annual report, including statistics and a review of the work of the year and general condition of the schools, together with facts of general interest to the community, and suggestions for promoting the efficiency of the department.

35. To prepare the questions and prescribe the rules for the semi-annual examinations, and to direct such special examinations as he may deem proper.

36. To devise a system of blanks for reports and instruct the teachers in the proper mode of using them. These blanks shall be adapted and used to keep parents informed of the attendance, scholarship and deportment of their children, and to secure the co-operation of parents with teachers.

37. To suspend from school any pupil whose conduct or character is such as to injure the reputation of the school, or whose parents wilfully neglect or refuse to co-operate with the Superintendent or teacher in carrying out the regulations of the school, or encourage

their children to violate the regulations of the school, and report his action to the Board at their next meeting

38. To keep regular office hours every week day, and give due notice thereof to teachers and the public; to perform such other duties as may be required of him by the Board of Education.

DEPUTY SUPERINTENDENT.

39. The duties of the Deputy Superintendent are coincident with those of the Superintendent as defined in rules 26 and 27, except that the Deputy shall report to the Superintendent instead of the Board. The deputy shall also perform any other duties assigned by the Superintendent or the School Board.

PRINCIPALS.

Rules of the State Board of Education.

40. Principals shall be held responsible for the general management and discipline of their schools, and the studies pursued; and the assistant teachers shall follow their directions, and co-operate with them, not only during school hours, but during the time when the pupils are on the school premises, before and after school, and during recesses. Assistants shall be held responsible for the studies, order, and discipline of their own rooms, under the general direction of the Principals.

41. Teachers shall prescribe such rules for the use of yards, basements, and outbuildings connected with the school houses, as shall insure their being kept in a neat and proper condition, and shall examine them as often as necessary for such purpose. Teachers shall be held responsible for any want of neatness or cleanliness about their school premises.

42. The following supplies shall be provided, under the provisions of section one thousand six hundred and fifty-one of the Political Code, on the written requisition of the teachers, viz.: clocks, brooms, dusting brushes, wash basins, water buckets, tin cups, dust pans, matches, ink, ink bottles, pens, pen holders, pencils, crayon chalk, writing and drawing paper, hand bells, coal buckets or wood boxes, shovels, pokers, soap, towels, thermometers, door mats, and scrapers.

Rules of the City Board of Education.

43. It shall be the duty of Principals to enforce the Rules and Regulations of the Board in the schools of their respective buildings, to carry out the directions and suggestions of the Superintendent, and in every way to aid him in the conduct of the schools.

44. To superintend the janitors in the discharge of their duties, require them to do their duty promptly and well, and report cases of failure, neglect or incompetency to the Superintendent.

45. To keep a record of the absence or tardiness of assistant teachers, and make it a part of their monthly report to the Superintendent. They shall also report the failure of any teacher under their supervision to carry out the rules and regulations established for the guidance of teachers.

46. To spend, in buildings of eight or more rooms, half the time, during which their assistants have charge of their rooms, as an office hour. The remainder of their time they shall visit the schools of their buildings to advise, assist and encourage the teachers in their work. They shall endeavor to correct objectionable methods of discipline or instruction, and shall deem it their duty to report such as may be persisted in by any teacher.

47. To examine and classify under the direction of theSuper intendent, all pupils admitted without certificates of promotion. They shall in no case admit pupils from other districts of the city without a written permit from the Superintendent, and must not admit non-resident pupils without payment of one month's tuition in advance, which shall be paid to the Superintendent monthly. He to pay same to the City Treasurer, and file receipt therefor with the Secretary of the Board.

48. To allow no advertisement to be read to, or distributed among the pupils of any school, or to be posted upon the fences or walls of any school buildings under their supervision; nor permit any agent or other person to enter any school or school premises, for the purpose of exhibiting, either to teachers or pupils, any article whatever, or to announce any public entertainment.

49. To be present at 8:30 A. M., to remain upon the school premises during the day. Pupils may enter the grounds at this hour, but shall not loiter about or annoy neighbors, or people passing, by accosting them, nor indulge in noisy play.

50. To temporarily suspend pupils from school for persistent disobedience, profanity, vulgarity or truancy, or for such other offences as in their judgments, can best be met and corrected in this way. They shall at once notify—in writing, giving reasons—the parents or guardians, and the Superintendent. The Superintendent shall give the matter his attention, and if the suspension is confirmed, fix the time it is to hold, and report to the Board.

51. To send requisitions for supplies to the office of the Superintendent, at the close of each school month, and see that the teachers are provided with the necessary articles. They shall make, upon blanks furnished them for the purpose, monthly reports of their schools to the Superintendent, who shall keep such reports on file in his office. They shall also make an Annual Report, and furnish such other information to the Superintendent as he may from time to time require, or as they may think proper to communicate.

52. To see that all clocks belonging to the building are properly regulated by the city time, and have teachers conform to this standard in making their record of attendance, both for themselves and for their pupils.

53. To deliver, at the close of the school year, the registers, class books and keys of their respective buildings, at the office of the Superintendent, together with a list of school property in their possession, accounting for such as may have been removed or injured.

Assistant Teachers.

Rules of the State Board of Education.

54. Teachers are required to present at their respective school-rooms, and to open them for the admission of the pupils, at *fifteen minutes before* the time prescribed for commencing schools, and to observe punctually the hours for opening and closing school.

55. Teachers are particularly enjoined to devote their time faithfully to a vigilant and watchful care over the conduct and habits of the pupils *during the time for relaxation and play*, before and after school, and *during the recesses*, both in the school buildings and on the playgrounds.

56. It is expected that the teachers will exercise a general inspection over the conduct of scholars going to and returning from school They shall exert their influence to prevent all quarreling and disagreement, all rude and noisy behavior in the streets, all vulgar and profane

language, all improper games, and all disrespect to citizens and strangers.

57. Teachers shall give vigilant attention to the *ventilation* and *temperature* of their school-rooms At each recess the windows and doors shall be opened for the purpose of changing the atmosphere of the room. Teachers are required to exercise reasonable supervision over the text-books of the pupils, to inspect the same from time to time, and to prevent their defacement or wanton destruction.

58. Teachers shall enter in the school register, in the order of their application, the names of all those applying for admission to the school after the prescribed number of pupils have been received. Such applicants shall be admitted to seats whenever a vacancy occurs in any class for which they have been found duly qualified, in the order of their registration.

59 Teachers are authorized to *require excuses* from the parents or guardians of pupils, either in person or by written note, in all cases of *absence* or *tardiness*, or of dismissal before the close of school.

60. The books used and the studies pursued shall be *such, and such only*, as may be authorized by the local Board of Education; and no teacher shall require or advise any of the pupils to purchase for use in the schools any book not contained in the list of books directed and authorized to be used in the schools

61. It shall be the duty of the teachers of the schools to read to the pupils, from time to time, so much of the school regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

62. In all primary schools, exercises in free calisthenics and vocal and *breathing exercises* shall be given at least twice a day, from three to five minutes for each exercise.

63 Teachers shall endeavor to make themselves acquainted with parents and guardians, in order to secure their aid and co-operation, and to better understand the temperaments, characteristics, and wants of the children.

64. Teachers shall daily examine the lessons of their various classes, and make such special preparation upon them, if necessary, as not to be constantly confined to the text-book; and instruct all their pupils, without partiality, in those branches of school studies which their various classes may be pursuing In all their intercourse with their scholars they are required to strive to impress on their minds, both by precepts and example, the great importance of continued efforts for improvement in morals, and manners, and deportment, as well as in useful learning.

65 Teachers should explain each new lesson assigned, if necessary, by familiar remarks and illustrations; that every pupil may know, before he is sent to his seat, what he is expected to do at the next recitation, and how it is to be done.

66. Teachers should only use the text-book for occasional reference, and should not permit it to be taken to the recitation, to be referred to by the pupils, except in cases of such exercises as absolutely require it. They should assign many questions of their own preparing, involving an application of what the pupils have learned to the business of life.

67. Teachers should endeavor to arouse and fix the attention of the whole class, and to occupy and to bring into action as many of the faculties of their pupils as possible. They should never proceed with the recitation without the attention of the whole class, nor go

round the class with recitation always in the same order or in regular rotation.

68. Teachers should at all times exhibit proper animation themselves, manifesting a lively interest in the subject taught; avoid all heavy plodding movements, all formal routine in teaching, lest the pupil be dull and drowsy, and imbibe the notion that he studies only to recite.

Rules of the City Board of Education.

69. To look after the conduct of their pupils while in the school room; to care for the furniture, apparatus, etc. in their respective rooms, and to co-operate with the Principal in the preservation of the buildings, fences, and all other school property.

70. To refer new pupils to the Principal for examination and classification, and, when so classified, to record their names in the general register, with all the data called for in that register.

71. To promptly notify parents or guardians of the absence or tardiness of pupils, and give a special notice, either in person or by note, of such as are habitually troublesome, or are specially poor in their studies. They are expected to exercise all due patience, and make every reasonable effort in individual cases, before asking to have a pupil suspended for misconduct, or placed in a lower grade for failure in studies.

72. To send, from the second to twelfth grades, both inclusive, o parents or guardians, on cards furnished for the purpose, a report of the attendance, deportment and scholarship of each pupil for each period; and to copy these records in the class book.

73. To avoid, as far as possible, the practice of detaining pupils; to avoid scolding and all harsh and passionate expressions to or in the presence of their pupils; they are reminded that the best disciplinarians are those who can govern themselves, and secure good order by gentle influences To avoid corporal punishment when obedience and discipline can be maintained by milder measures. In administering corporal punishment, they must avoid striking the head or hands, using a switch or light strap in such a manner as not to inflict bruises or lasting marks. They may refer all incorrigible cases to the Principal.

74. To attend all general and special meetings called by the Superintendent, no excuse for non-attendance being considered sufficient that would not justify their absence from school at any other time. To make monthly reports to the Principal upon the blanks provided for that purpose.

75. To dismiss their schools promptly at all times when the signal is given by the Principal, and to see that all their pupils leave the school premises in the evening before they themselves depart.

76. Assistant Principals shall teach such classes and do such other work as shall be agreed upon by the Superintendent and their Principal.

SUBSTITUTE TEACHERS.

77. In case of necessary absence of regular teachers, they shall promptly notify the Superintendent, who shall supply a substitute. The list of substitute teachers shall be designated by the Board of Education or the Superintendent, and in no case must other persons be placed in charge of classes.

78. Substitutes shall receive the full regular pay of the teachers whose places they fill, and shall be paid by the same at the end of the school month in which the service was rendered.

Special Teachers.

79. Special teachers shall, at the request of the Superintendent, meet the teachers for the purpose of giving them instruction in the branches of which such special teachers have charge.

80. They shall visit regularly and impartially the several departments in which they are employed to teach, and make written reports of the progress of their work to the Superintendent, as often as he may request.

81. The regular teacher of any room shall not be absent from the room during the exercises of special teachers, but shall co-operate in the preservation of order and discipline, and shall enforce the observance of instructions given by the special teachers.

82. It shall be the duty of the regular teachers to make themselves proficient, practically, as well as theoretically, in such special branches as are taught in the schools.

Pupils.

Rules of the State Board of Education.

83. No pupil shall be detained in school during the intermission at noon, and a pupil detained at any recess shall be permitted to go out immediately thereafter. All pupils, except those detained for punishment, shall be required to pass out of the school-room at recess, unless it would occasion an exposure of health.

84. No person shall be allowed to retain connection with any public school, unless furnished with books, slates, and other utensils required to be used in the class to which he belongs; provided, that no pupil shall be excluded for such cause, unless the parent or guardian shall have been furnished by the teacher with a list of books or articles needed, and one week shall have elapsed after such notice without the pupil's obtaining said books. Books may be furnished to indigent children by the Trustees, at the expense of the district, whenever the teacher shall have certified in writing that the pupil applying is unable to purchase such books.

85. Any pupil who shall in any way cut or otherwise injure any school house, or injure any fences, trees, or outbuildings belonging to any of the school estates, or shall write any profane or obscene language, or make any obscene pictures or characters on the school premises, shall be liable to suspension, expulsion, or other punishment, according to the nature of the offense. The teacher may suspend a pupil temporarily for such offense, and shall notify the Superintendent of said action. Pupils shall not be allowed to remain in any of the rooms that are provided with improved styles of furniture, except in the presence of a teacher, or a monitor who is made especially responsible for the care of the seats and desks. All damage done to school property by any of the pupils shall be repaired at the expense of the party committing the trespass.

86. All pupils who go to the school without proper attention having been given to personal cleanliness, or neatness of dress, shall be sent home to be properly prepared for school, or shall be required to prepare themselves for the school-room before entering. Every school-room shall be provided with a wash basin, soap, and towels.

87. No pupil affected with any contagious disease shall be allowed to remain in any of the public schools.

88. Every pupil is expected to attend school punctually and regularly; to conform to the regulations of the school, and to obey promptly all the directions of the teacher; to observe good order and

propriety of deportment; to be diligent in study, respectful to teachers, and kind and obliging to schoolmates; to refrain entirely from the use of profane and vulgar language, and to be clean and neat in person and clothing.

89. Pupils are required in all cases of absence to bring, on their return to school, an excuse in writing from their parents or guardians, assigning good and sufficient reasons for such absence.

90. All pupils who have fallen behind their grade, by absence or irregularity of attendance, by indolence or inattention, shall be placed in the grade below, at the discretion of the teacher.

91. No pupil shall be permitted to leave school at recess, or at any other time before the regular hour for closing school, except in case of sickness, or on written request of parent or guardian.

92. Any scholar who shall be absent one week without giving notice to the teacher, shall lose all claim to his particular desk for the remainder of the term, and shall not be considered a member of the school.

93. Each scholar shall have a particular desk, and shall keep it and the floor beneath in a neat and orderly condition.

Rules of the City Board of Education.

94. All children over six years of age, of actual residents of Los Angeles City, shall be admitted free to all of the public schools The children of non-residents shall not be received, except upon the payment of a tuition fee, as fixed by the Board of Education.

95. Non-resident pupils may be admitted on the following terms: In the High School, $3 per month; in Grammar Schools, $2 per month; in the Primary Schools, $1 50 per month; tuition to be paid in advance to the Principal. But in no case must non-resident pupils be received to the exclusion of those whose homes are in the city.

96. All pupils must attend school in the district in which they live, unless they have a written permit from the Superintendent to attend another school. This permission shall be given only for the purpose of relieving crowded schools, or for other good reasons satisfactory to the Superintendent.

97. Teachers are authorized to send pupils home for excuses for tardiness or absence, except when the weather is such that it would occasion exposure to health.

98. Every pupil in whose family any contagious disease is known to prevail, shall on returning to school, present a certificate from the Health Officer, or a regular practicing physician, stating that the proper precautions in disinfecting have been taken, and that no risk will be incurred in receiving the bearer in school.

99 Every pupil who shall be absent three *half* days without excuse from parent or guardian, given either in person or by written note, satisfying the teacher that the absences were caused by his own sickness, by sickness in the family, or some *urgent cause*, rendering attendance impossible, or to avoid exposure of health, shall be suspended from school, until satisfactory assurance is given to the Principal, by the parent or guardian, that the pupil will be more punctual in the future. In the application of this rule, two unexcused tardinesses or leaving school without permission, shall be counted as one half-day's absence. A pupil who shall be suspended the second time, can only be restored by personal application to the Board at a regular meeting.

100. No pupil, after having entered one school, shall be admitted into another school the same scholastic year, without a certificate of

honorable discharge from the former school, or a transfer from the Superintendent.

101. Willful disobedience, habitual truancy, vulgarity or profanity, stealing or carrying deadly or dangerous weapons, shall constitute good cause for suspension or expulsion from school.

102. Pupils shall be liable to suspension if their parents create a disturbance in school, or censure, abuse or insult any teacher before his classes, or on the school premises.

103. Any pupil who uses tobacco in any form on the school premises, shall be liable to expulsion.

104. During rain-storms or otherwise exceptionally bad weather, pupils shall be allowed to enter their respective rooms as soon as they come in the morning, and to remain during intermissions. At such times, teachers must see that their pupils do not engage in boisterous play, but may allow them to amuse themselves with parlor games, singing, calisthenics, etc.

105. Pupils who are not in their seats at the time for opening school shall be marked tardy.

106. Pupils absenting themselves from school during examinations shall in no case be promoted unless they can give satisfactory evidence that the absence was unavoidable when they may receive a special examination from the Principal or Teacher. Pnpils guilty of giving or receiving aid during examinations shall be marked zero.

107. Pupils shall not be absent a part of the day for the purpose of receiving instruction elsewhere, except by special permission of the Superintendent, recommended by the Teacher and Principal, and only very urgent reasons will be deemed satisfactory.

Duties of Janitors.

108. It shall be the duty of the General Janitor to attend all regular meetings of the Board; and special meetings when so notified.

109. To exercise special supervision over all Janitors of buildings.

110. To report, at regular meetings of the Board, all needed repairs of school property.

111. To deliver the monthly supplies to all school buildings.

112. To keep in good repair all school buildings, water closets, coal houses, sheds, fences, walks, trees and grounds.

113. To make, at the close of each school year, an inventory of all school property under his charge, accounting for any then missing which was invoiced the previous year.

114. Janitors of buildings shall report for duty to Principals at the hour for the opening and closing of schools, except in small schools where special arrangements are made. In such large schools as may be ordered by the Board, they shall devote their whole time to the duties of their position. They shall keep school-buildings, furniture, yards and out-buildings neat and clean. Disinfect all water closets once per week, build fires, open and close school buildings and gates, and see that windows, shutters, doors and gates are securely closed when the schools are not in session.

115. They shall sweep school-rooms every day after school, and dust them every morning before school, and wash windows, floors, and other woodwork as often as directed by the Principal. They shall guard all property on the premises, promptly make such repairs as they are able to make, and report to the General Janitor all other repairs needed.

116. They shall be subject to the orders of the General Janitor, Principal and Superintendent; they shall not assume or exercise any authority over pupils except by special order, but shall report to the principal any violation of the school regulations on the part of the scholars that come under their notice.

Examination Instructions.

117. In the first, second and third grades, records of scholarship shall be made on the judgment of the Teacher and Principal. No set examinations.

118. Scholarship records for the Second and Third grades shall be copied in the class books each period. For the First grade only the records of pupils to be promoted need be copied at the end of each semester.

119. In all other grades examinations shall be conducted at the end of each period. At the close of the first and fourth periods, teachers shall examine their own schools; at the close of the second and fifth periods the questions shall be made by teachers selected by the Superintendent; at the close of the third and sixth periods the Superintendent will make all questions. These examinations shall be under the direction of the Superintendent, and may be both oral and written.

120. Promotions shall take place at the end of each semester, and be determined by an average of the three period examinations.

121. Pupils must obtain a general average of 75 per cent., and not fall below an average of 65 per cent. in any one study, in order to be entitled to promotion.

122. Minimum time for any subject (except spelling) 1½ hour.
Maximum " " " " 2½ hours.

123. Begin with holes in paper at the left hand. Write on both sides of MS. if necessary, turning it like the leaf of a book.

124. On the first line write in the following order: Subject. Name. Date. Nothing else. Leave second line entirely vacant.

125. Number the first answer with the Roman numeral I on the middle of the third line. Begin the answer on the fourth line. The vertical blue line is for paragraphing.

126. Number all answers (except spelling) with Roman numerals on the middle of the line, which must contain nothing else. Let the answer indicate the question.

127. Mark the value of each answer opposite it on the right hand margin on both sides of the MS., and the value of the whole paper on the margin of first page at the upper right hand corner; but do not allow your marks to be more untidy than the work of the pupils.

128. Give 10 questions on each subject. Give 50 words in spelling. Have them written in two columns. Number with figures. Check misspelled words and write only the value of the whole paper on the margin, at the upper right hand corner.

129. Deduct from Arithmetic, Language, Geography and History MSS. ½% for each error in Spelling, Language, Punctuation and Capitals; the sum not to exceed 25% on any MS. Count the same mistake but once on the same MS.

130. Mark the spelling % of each MS. just under the value of the MS. with a line between—thus $^{95}/_{80}$.

131. Make an average of the four %'s in spelling for the final mark in that subject.

132. Put rivets in MSS. from the top and bind until they are full: but do not bind different classes together. Put title page and list of questions with each subject

133. Principals will collect all MSS. and drawing papers and send them to Superintendent's office.

134. Never write examination questions on blackboard in presence of pupils. Either dictate the questions or have some pupil write them.

135. Where there are two or more classes in a room, have them seated alternately during written examinations.

136. To determine the value of an answer in Arithmetic, allow one half for correct principle and the same for correct work. In Spelling allow one half for correct spelling of the word and the same for diacritical marks when required.

DRAWING.

137. Minimum Time..... ½ hour.
Maximum Time..... 1 hour.

138. Give each pupil but one piece of drawing paper, and one of practice paper to be used as a trial paper.

139. Collect drawing and practice books. Take a drawing card or book, open to the page that has the exercise to be drawn, hold it up before the class for a moment then let the pupils draw from memory.

140. Write definitions on a separate paper, fasten both together, with name of pupil on each. Bind papers of the class together, placing on the outside the grade, name of school and teacher.

141. Mark each definition 10 %. Give 10 % for work done in book through the month. Let remaining credits be for the examination.

MISCELLANEOUS.

142. No school building shall be used for other than school purposes, except by special permission of the Board of Education.

143. For the purpose of promotions the school year shall be divided into two equal parts called Semesters. For the purpose of written examinations it shall be divided into six equal parts called Periods. The dates for beginning or closing any school year or vacation shall be fixed by special order of the Board of Education.

144. The regular holidays shall be: the 9th of September, the 22d of February, the 30th of May, every day on which an election is held throughout the State, and all Thanksgiving days authorized by the State or General Government. When the 9th of September, the 22d of February or the 30th of May fall upon a Sunday, the Monday following shall be a holiday. By common consent of the Department, the Friday after any Thursday on which a holiday occurs may be given, in lieu of the 9th of September or a general election day.

145. The hours of tuition and study throughout the year shall be from 9 o'clock A. M. to 12 o'clock M., with fifteen minutes' recess, from 10:30 to 10:45; and from 1:15 to 4 o'clock P. M., with fifteen minutes' recess, from 2:30 to 2:45 The first, second and third grades shall be dismissed at 2:30, and all other grades at 4 P. M.

ALUMNI OF THE HIGH SCHOOL.

Class of 1875.

Yda Addis
Addie Gates*
Lillie Milliken (Coulter)
Jessie Peel (Church)
Mary Thomas (Brown)—7
Henry O'Melveny
Henry Leck

Class of 1876.

Olive Gibson (Marshall)
Mary Chauvin*
Helen White (Caystile)—4
M. Eva Myres (Waters)

Class of 1877.

Ella Adams (Sippy)
Birdie Austin (West)
Fannie Bernstein (Flater)
Fannie Benjamin
Katie Caystile (Porter)
Nannie Strauss (Dunsmore)
Emma Whisler (Gillson)
Nannie White (Northcraft)—12
Edward Rimpau
Frank Rimpau
George Williamson
Nelson Williams

Class of 1878.

Bettie Anderson (Lowman)
Ada Conner (Patten)
Lulu Ferguson (Hayes)
Albertina Haley (Pironi)
Fannie Kalisher (Livingstone)
Abram Edelman
Hugh Glassell—10
Andrew Glassell
Glassell Patton
Claudina Rimpau*

Class of 1879.

Kate Brousseau
Mary Foy
Ella Gird
Jennie Greenbaum
Nettie Morey (Deming)
Jessie Overman (Collins)
Carrie Smith
Charles Bell—11
Arthur Bent
Scott Chapman
George Howland

Class of 1880.

Ada Biles (Marshall)
Nellie Curtis (Rorick)
Lulu Entwistle (Hinton)
Jessie Gibson (Dunham)
Edith Hadley
Rebecca Laventhal
Sara C. Reese
Lizzie S. Thayer
Mamie Woodworth (Woods)
Henrietta Rosson (Wood)—15
Albert Clapp
William Grosser
Maurice Hellman
Edward Meserve
Robert Strauss

Class of 1881.

Linda Austin (Heald)
Adele Behn
Birdie Cannon (Eversole)
Belle Childs (Knox)
Lillie Chick (Patton)
Mattie Coffman
Adele Condit (Bloeser)
Josephine Dryden
Mary A. Gilday
Bertha Hellman (Meyberg)
Evelyn Lothian
Alice Weil
Lizzie Weston—19
William Batchelor
Casper Cohn
Herman Heinsch
Theodore Savage
Richard Stephens
Harry Tibbetts

Class of 1882.

Emma Ball
Hannah P. Ball (Harris)
Effie M. Baxter (Belvin)
Ada F. Barrows
Margaret J. Davis (Ralphs)
Emma Fleishman
Jeannette Lazard (Lewin)
Mabel L. Hall (Forsyth)
Laura Meyer
Ella Newmark (Seligman)
Adele O'Melveny
Allie Richardson
Clara Stoltenberg
Laura E. Thomas (Carter)
Agnes J. Wilson
John M. Averill*
Benjamin C. Bryant
Bentinck Boyd
Robert R. Dominguez
Fred Fisher
Leland N. Kercheval
Lizzie Pickering (Davids)
Lowman Nevin—23

Class of 1883.

Anna Alward (Eames)
Della Baker
Belle Borton
Minnie S. Baxter
Josephine Dol
Lucinda Foy
Emma Grebe
Mary Greene
Anna Morrison
Loretta Newell (McPeek)
Margaret Philipson
Edmonia Price
Edward J. Harper
Louis A. Mendelson
William A. Ryan
Adolph Strauss—16

Class of 1884.

Minnie L. Ames
Eva Byram
Margaret L. Craig
Annie S. Field
Alice C. Fitch
Pearl Kent
Ella Lechler (Leslie)
Amanda Mathews
Christiane J. Mueller
Florence Potts
Gertrude Taft
Helen M. Thornton (Beebe)
Nellie Weston
Jessie Yarnell
Charles P. Bagg
Ben. P. Coulter
David Edelman
John B. Frick
Rudolph C. Heinsch
Herman Kerckhoff
Albert G. Lang
Harry H. Mayberry
Edward D. Milner
George J. Philbin
Guy O. Rose—25.

Class of 1885.

Ada M. Baxter
Ina M. Baxter
Hattie N. Beckett
Lulu L. Frick
Minnie A. Hamilton (Harper)
Anna L. Hazeltine (Clark)
Camilla Hellman
May McLellan
Alice C. Miller
Minnie S. Moody
Caroline A. Mueller
Lillie A. Newell (Kimball)
Mary Ogden
Marian Otis
Ellen Reavis
Ella Stoltenberg
Nannie L. Tibbetts
Clinton A. Bradley
Edward R. Bradley
Jesse D Burks
Arthur C Harper
Leslie R. Hewitt
Charles Lantz
Edward Railton
Thomas E. Rowan
T. Berry Boal—26

Class of 1886.

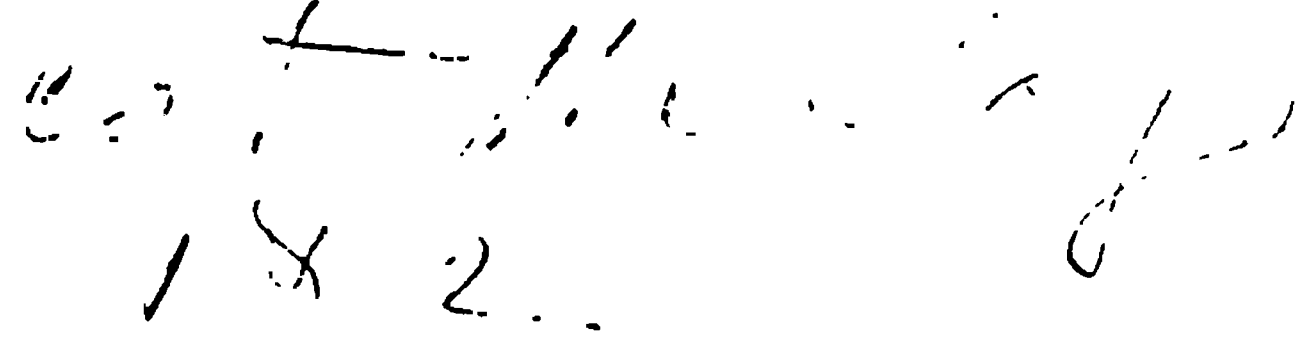
Jennie Frankenfield	Maggie E. Thomson	Frank A. Garbutt
Dollie Hodgman	Daisy D. Vogel	Will N. Hisey
Meta Potts	Willie D. Byram	Carl Kurtz
Lulu Snook	Homer P. Earl	Herman Lichtenberger
Edith C. Speedy	Charles Forman	Percy Schumacher—15

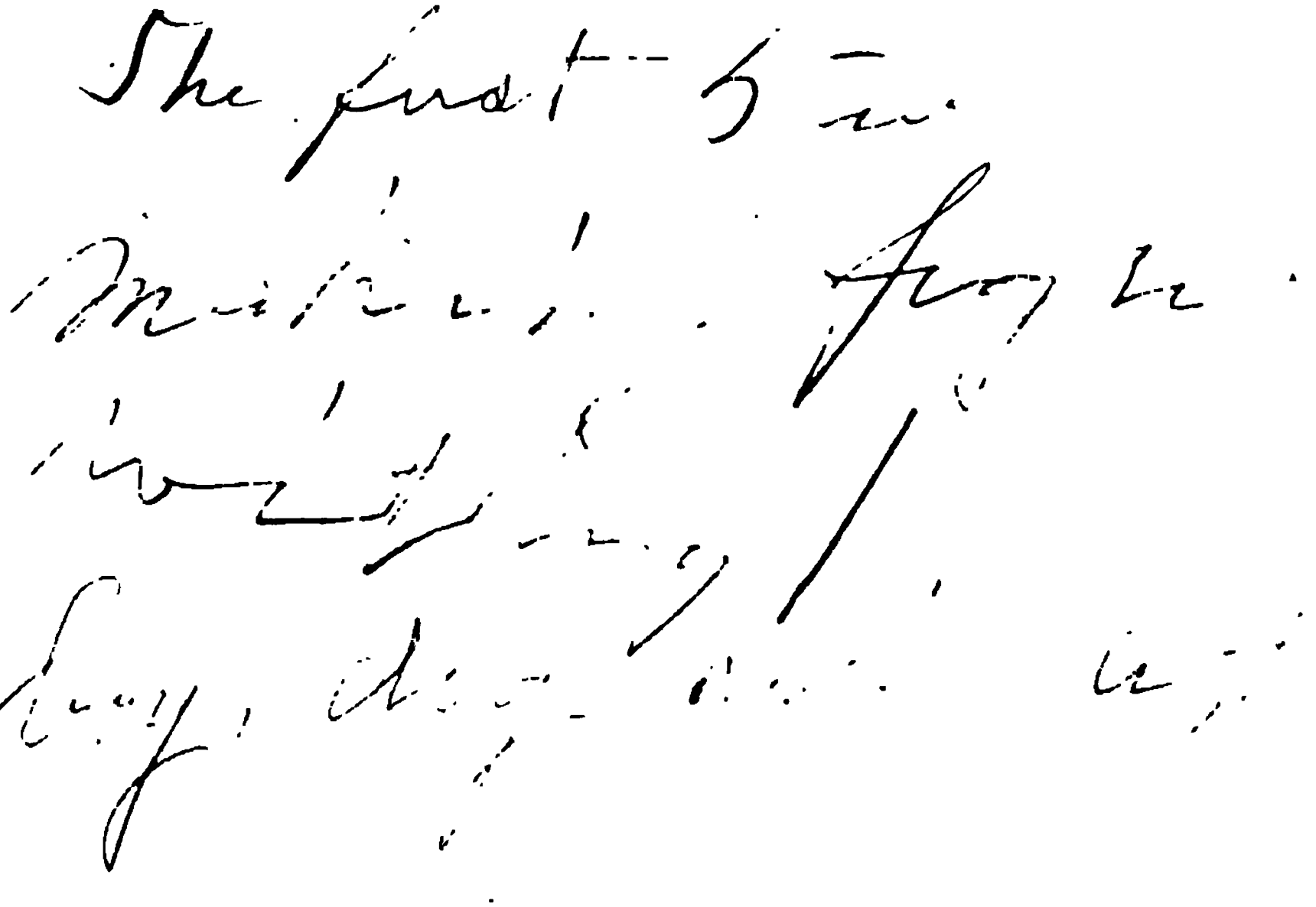
Class of 1887.

Katie Bottomes	Hattie Perkins	Marco Hellman
Mary Desmond	Florence Riley	Marco I. W. Hellman
Victorine Dol	Antonie Schwannecke	Moses G. Norton
Birdie Dunkelberger	Maggie Shields	Carl G. Packard
Amelia Gassen	John A. Brewer	William H. Waste
Mary Hays	Samuel C. Curson	Henry P. Wilson
	Thomas J. Foster—19	

*Deceased

Total, 202.







PUBLIC SCHOOLS.

DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

ANNUAL · REPORT

.. .. OF THE .. ..

BOARD · OF · EDUCATION

LOS ANGELES, CAL.

1887--1888

HERALD STEAM PRINT, LOS ANGELES.

ANNUAL REPORT

OF THE

BOARD OF EDUCATION

AND

CITY SUPERINTENDENT OF SCHOOLS,

WITH THE

RULES AND REGULATIONS AND COURSE OF STUDY OF THE PUBLIC SCHOOLS OF THE CITY OF LOS ANGELES.

1887-1888.

LOS ANGELES:
HERALD STEAM PRINT, 123 WEST SECOND STREET.
1889.

Board of Education.

MEMBERS FOR 1888.

	Term Expires.
Dr. J. S. Crawford, Pres., 12 Downey Block	Dec. 1889.
Thos. Kelley, Secretary, 302 N. Main street	Dec. 1888.
E. P. Johnson, 259-61 N. Main street	Dec. 1888.
N. S. Embody, 516 Downey Avenue	Dec. 1889.
Chas. E. Day, 8 N. Spring street	Dec. 1889.

STANDING COMMITTEES.

Finance, Messrs. Embody and Kelley.
Supplies and Janitors, Messrs. Johnson and Day.
Buildings and Repairs, Messrs. Kelley and Embody.
Rules and Regulations, Messrs. Embody and Day.
Teachers and Salaries, Messrs. Day and Johnson.

MEMBERS FOR 1889.

	Term Expires.
E. P. Johnson, President, 259 N. Main Street	Dec. 1890.
A. E. Pomeroy, Secretary, 16 Court Street	Dec. 1890.
Dr. J. S. Crawford, 12 Downey Block	Dec. 1889.
N. S. Embody, 516 Downey Avenue	Dec. 1889.
Chas. E. Day, 8 N. Spring Street	Dec. 1889.

STANDING COMMITTEES.

Finance, Messrs. Pomeroy and Day.
Supplies and Janitors, Messrs. Crawford and Embody.
Buildings and Repairs, Messrs. Embody and Pomeroy.
Rules and Regulations, Messrs. Day and Pomeroy.
Teachers and Salaries, Messrs. Day and Crawford.

The City Superintendents of Schools have been:

Dr. W. T. Lucky	1873 to 1876.
C. H. Kimball	1876 to 1880.
Mrs. C. B. Jones	1880 to 1881.
J. M. Guinn	1881 to 1883.
L. D. Smith	1883 to 1885.
W. M. Friesner	1885 to ~~1888~~.

Since the adoption of the New City Charter the following constitutes the

Board of Education,

FOR 1888-90.

Wards	Members	Address
I.	E. J. Cox,	14 South Fort street.
II.	J. M. Frew,	119 West First street.
III.	A. E. Pomeroy,	16 Court street.
IV.	F. C. Woodbury,	159 South Spring street.
V.	C. J. Ellis,	22 Temple Block.
VI.	W. P. McIntosh,	42 South Main street.
VII.	J. J. Gosper,	33 South Spring street.
VIII.	M. Whaling,	38 North Main street
IX.	E. E. Powers,	83½ Temple Block.

A. E. Pomeroy, President. E. J. Cox, Clerk.

Standing Committees.

Finance—Messrs. Cox, Powers and McIntosh.

Buildings, Sites and Repairs—Messrs. McIntosh, Frew and Gosper.

Furniture and Supplies—Messrs. Powers, Woodbury and Whaling.

Credentials and Qualifications of Teachers and Salaries—Messrs. Ellis, Cox and Gosper.

Janitors, Library and Printing—Messrs. Frew, McIntosh and Whaling.

Rules, Regulations and Classification—Messrs. Woodbury, Ellis and Powers.

Visiting—Messrs. Gosper, Ellis and Woodbury.

Regular Meetings of the Board on First and Third Mondays of the Month.

Directory for 1888-9.

W. M. FRIESNER, A. M., Superintendent.

Salary, $3,000 per year.

A. E. BAKER, A. M., Deputy Superintendent.

Salary, $1,500 per year.

OFFICE: 7½ North Main Street, Rooms 6 and 7.

OFFICE HOURS: 8:30 A. M. to 10 A. M. and 2 to 4 P. M.; 9 A. M. to 12 M. Saturdays.

School Directory for 1889.

		Grade and Class.	Years of Experience.	Years in L. A. City Schools.
	District No. 1. **Arroyo Avenue School,** Arroyo Seco Avenue.			
1.	Miss Imelda Brooks....	B1, A1. P. M.	8	0
2.	Miss E. M. Snyder..... (Principal)	B2, A2, B3. A. M.	18	3
	District No. 2. **Hellman Street School,** Near Downey Avenue.			
3.	Miss Mary E. McGraw .	B1, A1. P. M.	7	3
4.	Miss M. A. Henderson . (Ass't Principal)	B1, A1. A. M.	6	3
5.	Miss Nora L. Desmond.	B2, A2.	2	1
6.	Miss Emma Griffiths ...	B3, A3.	12	0
7.	Miss Virginia Griffin....	B4, A4.	2	0
8.	Miss Ella M. Dixon	B5, A5.	4	1
9.	Miss Maggie Huston. ..	B5, A5.	16	0
10.	Mrs. Gertrude Croft....	B6, A6.	6	1
11.	Miss Frances V. Harrow	B6, A6.	2	1
12.	Miss Janet Henderson .. (Principal)	B7, A7.	14	4
	District No. 3. **Chestnut Street School,** Near Hoff Street.			
13.	Miss Marion A. Rouse..	B1. P. M.	4	0
14.	Miss Mary McDonald... (Principal)	A1, B2. A. M.	6	1
15.	Miss Hattie Taylor.....	A2, B3, A3.	1	0
16.	Miss Emma F. White...	B4, A4.	8	0
17.	Miss Esther L. Strauss..	A7, B8, B8.	12	0

		Grade and Class.	Years of Experience.	Years in L. . ity Schools.
	District No 4. **Griffin Avenue School,** Near Darwin Avenue.			
18.	Miss Helen E. Hunt.... (Principal)	B1.	7	1
19.	Miss M. E. Quayle	A1. P. M.	4	0
20.	Miss A. F. Hutchings...	B2, A2. A. M.	14	1
21.	Miss Ella N. Evers. ...	B3, A3.	2	0
22.	Miss Bertha Wilkins ...	B4, A4.	4	0
	District No. 5. **Macy Street School,** Macy and Fridge streets.			
23.	Miss Jeanne Ross ..... (Principal)	B1, A1.	21	6
24.	Miss Corinne King	B2, A2, B3.	2	0
25.	Miss M. M. Perley.....	A3, B4, A4.	5	1
26.	Miss Calthea Vivian....	B5, A5.	10	1
	District No. 6. **Breed Street School,** New York Avenue and Breed treet.			
27.	Miss Grace Murdoch. ..	B1, A1. A. M.	9	4
28.	Miss Amelia A. Dranga	A1, B2. P. M.	3	0
29.	Miss M. E. Murdoch.. (Principal)	B2, A2. A. M.	13	5
30.	Miss Lizzie McKenzie ..	B4, A4. P. M.	8	0
31.	Miss M. E. Stewart	B3, A3. P. M.	4	1
32.	Miss Ida Teed...	B5, A5, B6. A. M.	10	1
33.	Miss A. C. Murphy	A6, B7, A7, B8.	8	1

		Grade and Class.	Years of Experience.	Years in L.A. City Schools.
	District No. 7. **Railroad Street School,** Railroad, near Chavez Street.			
34.	Miss Jennie C. Gould...	B1.	14	2
		A. M.		
35.	Mrs. M. A. White. ... (Principal)	B1, A1.	13	2
		P. M.		
36.	Miss C. D'Ancona.	B2, A2.	5	0
		P. M.		
37.	Miss Nora Tracy.....	A2, B3.	5	1
		A. M.		
38.	Miss Mary H. Rennie...	A3, B4.	1	0
39.	Miss M. A. Kerrins ...	A4, B5, A5.	6	0
	District No. 8. **Amelia Street School,** Between Lazard and Weill Streets.			
40.	Miss Jennie McCarthy ..	B1.	3	1
		A. M.		
41.	Miss Mary A. Cook....	B2, A2.	7	1
		P. M.		
42.	Miss Jessie Washburn...	B2, A2.	7	0
		P. M.		
43.	Miss M. L. Hutchinson	B1, A1.	13	4
		A. M.		
44.	Miss Kate McCarthy .. (Principal)	A3.	4	1
		P. M.		
45.	Miss Miriam Kooser	B4, A4.	5	1
		A. M.		
46.	Mrs. Ella Betts.....	A4, B5. A5.	14	0
		P. M.		
47.	Miss Addie C. Murray.. (Ass't Principal)	B6, B7, A7.	25	5
		A. M.		
	District No. 9. **Garey Street School,** Garey Street, Near First.			
48.	Miss Gertrude Taft.....	B1.	1	0
		A. M.		
49.	Miss Louise A. Williams	A1, B2.	3	1
		P. M.		
50.	Mrs. E. A. Hanchette .. (Principal)	B2, A2.	13	1
51.	Mrs. Julia Hornback....	B3, A3, B4.	8	2
52.	Miss Blanche Leviele...	A4. B5, A5.	6	1

		Grade and Class.	Years of Experience.	Years in L.A. City Schools.
	District No. 10. Seventh Street School, Seventh and Lemon Streets.			
53.	Miss Ellen L. Huie.....	B1, A1. P. M.	3	0
54.	Miss L. L. Williamson .	B2, A2, B3. A. M.	3	1
55.	Samuel Witherow	A3, B4, A4. P. M.	14	0
56.	H. D. Burnett ..... (Principal)	B5, A5, B6. A. M.	13	5
	District No 11. Grant Street School, Near Santa Fe Avenue.			
57.	Wm. H. McIlmoil.....	B1, A1, B2, A2, B3.	2	0
				0
	District No. 12. Aurora Street School, North of Temple street.			
58.	Miss Ida Williams.....	B1, A1, B2, A2, A3.	8	0
	District No. 13. Castelar Street School, Castelar and College Streets.			
59.	Miss Cora Barnum.....	B1. A. M.	5	0
60.	Miss Mabel Davisson...	B1, A1. P. M.	6	0
61.	Miss Carrie Roberts....	B1, A1. P. M.	20	4
62.	Miss Cora Getchell.....	B2, A2. A. M.	4	1
63.	Mrs. Mary E. Haskell ..	B2, A2. P. M.	5	0
64.	Miss Louise Walters....	B3. A. M.	16	0
65.	Mrs. C. G. DuBois .... (Principal)	B4, A4. A. M.	27	16
66.	*Mrs. F. J. FitzGerald* .. *(Ass't Principal)*	A3, B5. P. M.	12	2

	District No. 14. **Temple Street School,** **Near New Cincinnati Street.**	**Grade and Class.**	**Years of Experience.**	**Years in L. A. City Schools.**
67.	Miss N. J. Miller.....	B1. A. M.	16	1
68.	Miss Hattie F. Gower .. (Ass't Principal)	A1. P. M.	6	1
69.	Mrs. Anna M. Hays. ..	B2. A. M.	3	0
70.	Miss Hattie Bowles	A2, B3. P. M.	1	0
71.	Miss M. E. Bear.....	B3, A3. P. M.	12	0
72.	Miss Leonora Hassler...	B4, A4. A. M.	2	1
73.	Miss Ella M. Feeney. ..	B5, A5.	8	1
74.	H. A. Smith .... (Principal)	B6, A6, B7.	33	0
	District No. 15. **Ida Street School.** **Near End of Temple Street.**			
75.	Miss Mary Murphy.....	B1, B2, B3.	1	0
	District No. 16. **Sand Street School,** **Sand Street.**			
76.	Mrs. F. E. S. Burt.....	B1, A1. P. M.	11	0
77.	Miss Isabel Overman. ..	A1, B2. A. M.	8	1
78.	Miss Clotilde Grunsky ..	B2, A2. P. M.	2	1
79.	Miss Fannie P. Wright .	B3, A3. A. M	6	3
80.	Miss Adele Phillips...	A3, B4.	3	1
81.	Mrs. M. A. P. Smith...	A4, B5.	16	11
82.	Miss Alice Reeves.....	A5, B6.	1	0
83.	Miss Augusta Root.....	A5, B6.	5	0
84.	Miss Sara C. Reese..... (Ass't Principal.)	A6. P. M.	8	8
85.	Miss M. Helen Wooster.	B7, A7. A. M.	15	4
86.	Geo. D. Howland..... (Principal)	B8, A8.	6	2

		Grade and Class.	Years of Experience.	Years in L. A. City Schools.
	District No. 17. **Pearl Street School,** Between Fourth and Fifth Streets.			
87.	Miss Ida Hall	B1, A1, B2, A2. A. M.	5	0
88.	Mrs. A. W. North (Principal.)	B3, A3, B4, A4. P. M.	11	1
	District No. 18. **Normal Primary,** Normal School Building.			
89.	Miss Clara Stoltenberg	B1, A1.	4	4
90.	Miss Fannie H. Quesnel	B2, A2, B3.	4	2
91.	Miss Martha M. Knapp (Principal.)	A3, B4, A4.	8	6
	District No. 19. **Spring Street School.** Between Fifth and Sixth Streets.			
92.	Miss Nellie Henry	B1. A. M.	7	4
93.	Mrs. N. F. W. Pond	A1. P. M.	21	7
94.	Mrs. C. A. Burr	B1. P. M.	16	0
95.	Miss E. Bengough	B2. A. M.	28	8
96.	Miss Nettie Getchell	A2, B3.	8	7
97.	Mrs. M. H. White	A2, B3.	7	0
98.	Miss M. H. Wilson	A3.	6	3
99.	Miss Lizzie Shultz	B4. A. M.	18	0
100.	Miss E. Fleishman	A4, B5. P. M.	4	2
101.	Miss Martha Bradley	B5, A5.	4	0
102.	Miss Maggie Tracy	B5, A5.	9	2
103.	Miss Cecilia Auld	B6, A6.	12	4
104.	Miss Nellie F. Ray	B6, B7.	8	6
105.	Spurgeon Riley	A7, B8.	5	0
106.	Miss Emily Rice	A6, A7.	40	0
107.	Miss A. G. Sharp	B8, A8. A.M. / B9. P. M.	12	2
108.	Miss E. J. Gibson (Principal)		19	7

	Night School. (In Spring Street School.)	Grade and Class.	Years of Experience.	Years in L. A. City Schools.
109.	J. B. Millard.		10	0
	High School. (In Spring Street School.)			
110.	Miss Clara Lillibridge. .	B9.	14	0
111.	Mrs. M. J. Frick.	A9.	13	3
112.	Mrs. M. L. Chapman. .	P. M Junior B.	12	5
113.	Miss Florence Dunham.	P. M. Junior A.	16	5
114.	Miss L. A. Packard. . .	A. M. Middle.	13	13
115.	F. H. Clark. . . . . (Principal)	A. M. Senior.	6	5
	DISTRICT NO. 20. Eighth Street School, Eighth Street and Grand Avenue.			
116.	Miss Minnie S. Baxter.	B1, A1.	5	5
117.	Miss L. D. McConnell.	B2, A2.	5	4
118.	Miss M. A. Parmelee .	B3, B4.	4	2
119.	Miss H. O. Anderson .	A3, A4.	7	1
120.	Miss Nellie Shine	A4, B5.	4	0
121.	Miss V. A. Olmstead .	A5, B6.	3	1
122.	Miss Minnie Devin	A5, B6.	4	2
123.	Miss Isabel Conn.	A6, A7.	6	1
124.	Miss R. Weinshank . . .	B7, A7.	7	6
125.	Miss Mary Foy.	B8, A8.	1	0
125½.	Miss M. K. Scott. . . . (Principal)		16	4

		Grade and Class.	Years of Experience.	Years in L.A.City Schools.
	District No. 21. **Tenth Street School,** Tenth and Buckley Streets.			
126.	Mrs. L. M. Fortson. . .	B1, A1, B2.	13	1
127.	Miss Cora S. Slack . . . (Principal)	A2, B3, A3.	14	4
128.	Mrs. Dora Broadwell . .	B4, A4, B5.	9	0
129.	Miss Mary S. Moody, .	A5, B6, A6.	1	0
	District No. 22. **Montgomery Street School,** Montgomery and Georgia Bell Streets.			
130	Miss Nettie M. Dick . .	B1, A1, B2.	13	1
131.	Mrs. Marian Blake. . . .	B4, A4, B5.	10	1
132.	Miss J. M. Drdyen	A2, B3, A3.	3	0
133.	Miss L. F. Keller . . . . (Principal)	A5, B6.	12	5
	District No. 23. **Pine Street School,** Pine Street, Near Hill Street.			
134.	Miss Carrie Brauer . . . (Ass't Principal)	B1. A. M.	5	1
135.	Miss Mary Cowan	A1, B2. P. M.	3	1
136.	Miss Clara Bruere	A2, B3, A3.	12	3
137.	Miss Ida McCormack .	B4, A4, B5.	3	1
138.	Miss Bertha E. Gordon (Principal)	A6, B7.	12	2

	District No. 24. San Pedro Street School, Near Washington Street.	Grade and Class.	Years of Experience.	Years in L. A. City Schools.
139.	Miss A. S. Griswold ..	B1.	6	0
140.	Miss Eliza P. Myrick .. (Principal)	A1, B2, A2.	6	1
141.	Miss C. Muller.	B3, A3, B4.	3	2
	District No. 25. Brooklyn Street School, Brooklyn Street, Near Grand Avenue.			
142.	Miss Nellie Fitzmier ..	B1, A1. A. M.	4	1
143.	Mrs. Pem Munday . ..	B2, A2. P. M.	5	0
144.	Miss Alice C. Gray .. (Ass't Principal)	B3, A3.	4	1
145.	Miss Adeline Verhave .	B4, A4.	4	4
146.	M. C. Bettinger..... (Principal)	B5, A5, B6.	6	3
147.	Mrs. C. P. Bradfield.. (Principal of Drawing)	All	23	7
148.	L. B. Lawson.. ..... (Principal of Writing)	All	13	2
149.	Miss Adele Nichols.... (Substitute)		8	6

FINANCIAL REPORT

Secretary Board of Education,

Los Angeles City,

For year closing December 31st, 1888.

1888.	RECEIPTS.	
Jan. 1.	To Balance	$6,394 60
" 5.	Rent of House	32 00
" 27.	Salary Returned	10 00
" 31.	Amount Overdrawn	8,250 59
Feb. 1.	Apportionment City Taxes	13,846 15
" 3.	Tuition, Fines, Salary Returned	45 00
" 3.	Sale of Old Iron	40 00
" 7.	Sale of Lot (4th & L. A. Sts.)	5,000 00
" 9.	" " "	10,000 00
" 21.	Apportionment County Fund	29,104 00
Mar. 1.	Salary Returned	20 50
" 5.	Tuition	48 25
Apr. 3.	"	39 50
" 9	"	24 05
" 28.	Apportionment State Fund	46,038 75
" 28.	Apportionment Library Fund	347 00
May 17.	Apportionment City Taxes	1,558 47
June 2.	Tuition, Fines, Salary Returned	63 25
" 18.	Final Payment (Lot 4th & L. A. Sts.	2,500 00
July 1.	Apportionment County Fund	3,303 00
" 26.	Tuition	54 00
Aug 15.	Apportionment City Taxes	2,813 55
Sept. 6.	Apportionment State Fund	15,700 00
Oct. 13.	Apportionment City Taxes	12,000 00

RECEIPTS—Continued.

Nov. 1.	Apportionment City Taxes	24,000	00
Dec. 1.	Apportionment City Taxes	30,000	00
" 18.	Policy Cancelled		90
" 24.	Contractor's Share of Insurance (Roth & Fellner)		80
" 27.	Tuition	99	50
" 27	Salary Returned	5	00
	Total	$211,338	86

EXPENDITURES.

By Teachers' Salaries	$115,396	80
By Janitors' Salaries	6,077	50
By Insurance	1,479	45
By Supplies	7,530	12
Rents, Repairs and Contingents	6,057	41
Library	17	50
Apparatus	275	68
Real Estate	3,067	36
Furniture	7,692	16
Buildings	31,143	07
Amount Overdrawn	8,250	59
Total	$186,987	64

1889

Jan. 1.	By Balance	$24,351	22

THOS. KELLEY, *Secretary.*

Superintendent's Report.

To the Board of Education:

GENTLEMEN:—I hereby present the fifteenth (my third) annual report of the public schools of our city, for the school year closing June 30th, 1888.

In reviewing the work of the past year I am able to report more satisfactory results than for any previous year of my supervision.

We knew, at the beginning of the year, how much work there was to do, and how much time we were to have for its accomplishment. The teachers therefore began work with a definite purpose and labored faithfully to its completion.

PROMOTIONS.

The thorough working, by this time, of the semi-annual system of promotions, and the consequent better and more accurate grading of children, constituted no small factor in the success of the year. This system is so satisfactory that it commends itself as the only one suitable for a rapidly growing city.

There is much difference, in the cities of the United States, as to the time for beginning and continuing certain studies. This difference sometimes causes pupils moving from one city to another to lose from one to two years' time. Our system of semi-annual promotions never causes a pupil to lose more than a half year. They often gain a half year.

AMOUNT OF WORK.

The number of subjects required by the State to be taught in our public schools is too great. All subjects can

not receive their deserved attention. All, however, must receive some attention, and the result is, that many subjects are superficially taught. All teachers, and especially those having half-day time, must hurry with their work. The inclination is to hurry most on those subjects which the teacher likes least. We would be glad to see the number of subjects reduced and a more thorough training given in the practical essentials of an education.

LENGTH OF SCHOOL YEAR.

It has been suggested that the school year should be lengthened from nine to ten months. This seems impracticable for two reasons. The financial condition has been, and is now, such that the schools are maintained for nine months at the sacrifice of sufficient school rooms. If enough accommodations were provided to give all schools full day time, the finances would be so reduced that the schools could not be maintained more than six or seven months per year. Should abundant funds be provided in the future for a ten months school year, the propriety of continuing them for that length of time is doubtful.

It is difficult now to hold pupils in school until the close of the year, the last of June. It is equally difficult to get them to enter promptly at the beginning of the school year, October 1st.

At the former date people begin to go to the seashore and the mountains for the warm months of July, August and September. At the latter date many of them have not yet returned. We believe this particular spot on earth was made for out-door living, and we think parents are right when they refuse to shut their children up in school rooms for more than three-fourths of the year.

We believe the amount of work and the hours in school should both be shortened rather than lengthened. Were this done it is fair to conclude that we should hear less of weak eyes, general ill health, need of physical training, etc., etc., now charged to the public schools.

TEXT BOOKS.

Most of the books now in use in the schools belong to the California State Series. They have been in use too short a time, however, to form a final estimate of their merits.

The Arithmetics and United States History seem to be well adapted for their respective places; the advanced Grammar appears to be a little too heavy and difficult; the Speller we do not use, believing from a somewhat lengthy experience and observation that spelling can best be taught without a special book.

The Readers are too few in number, there being but three. If they are relied on to furnish all the reading for an eight or nine years' course of study, then the Second and Third must each cover about three years' work.

In the hands of most children a book will wear out before it is three years old; then the expense of another of the same kind must be incurred.

If the three readers do not furnish enough reading, a fact now generally acknowledged by those people who have given the subject most and closest attention, then supplementary reading must be furnished or an additional reader must be made, either of which will add to the cost.

The chief argument, small cost, advanced in favor of a State series of text-books, when considered in connection with the facts that pupils received nothing for the books discarded when they took and paid for the State series, the additional expense which must necessarily come, with supplementary reading, or a Fourth reader added to the Series, the amount of money invested by the State, and hence by the people, in "the plant," and the interest thereon—when all these are considered, doubts begin to arise as to the economy of the undertaking.

ACCOMMODATIONS.

As noted in my last report the department was in possession of *eighty-two* school rooms occupied by *one hundred and nineteen* schools. Owing to a lack of money, but four

rooms, on Brooklyn street, were added during the year, and they were not completed until about the middle of June, consequently not occupied until the opening of the schools, October 1st, 1888.

This building cost $9,389. The sum of $17,600 was expended for sites. Twenty-five thousand dollars was realized from the sale of real estate at the corner of Fourth and Los Angeles streets, and applied to the two above items. The usual annual receipts from State, County and City were sufficient for current expenses only.

There being evidence at the beginning of the school year 1888-89 that a larger income would be secured from the three regular sources of State, County and City, contracts were let for twenty additional rooms at a cost of $31,624. Twelve of them are now (February, 1889) completed and in use. The other eight will soon be finished. Two temporary sheds were also erected.

After deductions for old rooms abandoned, the department now owns *one hundred and two* rooms, and rents *eight*. These *one hundred and ten* rooms are occupied by *one hundred and forty-three* schools, *sixty-six* of which are on half-day time.

It is hoped that before the schools open in the fall of 1889 sufficient bonds will have been sold under the provisions of the new City Charter, and enough buildings erected to enable every school in the city to have full day time.

The School Board has at times been criticised in the press for not renting more buildings. The difficulties encountered are not understood by the general public.

The lack of accommodations has always been caused by scarcity of funds. Probably money enough could have been provided for the mere item of rent, although until recently they have been enormously high. In many localities where schools were needed it was not possible to get buildings at all. Those which could be obtained were not built for school purposes, and would need, before they could be used,

desks, blackboards, water closets, fences, flues for stoves, fuel, either the removal or insertion of partitions, etc., etc., almost without end of expense, saying nothing of lack or wrong direction of light, and the poor or entire absence of ventilation.

SALARIES.

Teachers' salaries were fixed July 1887, at so much per year, and for convenience ordered paid in ten equal installments, by the calendar month. In practice the plan was found to be very inconvenient, and abandoned at the end of the year.

In July 1888 salaries were reduced, notwithstanding it was asserted in the public prints that they were raised, and ordered paid by the school month.

Three classes of salaries are paid. They were in 1887, $750, $800, and $850 per year, and in 1888 reduced to $720, $765 and $810 per year, or $80, $85 and $90 per school month for nine months.

TEACHERS.

I am pleased to say that the qualifications required by the Board for Teachers continue to be personal application, and merit after trial as substitutes.

The plan of requiring all teachers to accept positions at the pleasure of the Board is certainly a step in the right direction. It does no harm to, and is not feared by good teachers. It is the only way in which the Board and the community can be protected from the inefficient teacher. Personal application and trial as substitute is the only safe and fair method to pursue in making selections in these days when any one can secure two or three written recommendations, too often written by personal friends who know nothing of the applicant's qualifications as a teacher, and from which the writer expects to gain as much benefit as the person for whom they are written.

There is still more reason for following the above plan as against the so called Teachers' Agencies, scattered over the country, which will furnish a teacher a place for a consideration.

We repeat below some things printed in our last report in anticipation of inquiries from abroad:

Length of school year, nine months, from first of October to last of June. Minimum salary $80 per school month. Maximum, for Principals, $135 per school month. Minimum salary paid to all teachers during first year in the city; after that, what the Board may consider them worth.

Twenty-five to fifty teachers required annually to fill vacancies and supply new schools. The supply of strictly first-class teachers not always equal to demand.

Holders of Primary Certificates may teach in the first five, or Primary grades; holders of Grammar Grade Certificates in the next four, or Grammar grades; holders of Grammar School Course Certificates, in the next three or High School grades. Four years successful experience is required to teach in the first and second grades. One year's successful teaching is required for all other grades.

All persons from other States wishing to teach must be examined, except those holding a State Life, or a State Normal Diploma. A State Normal School is located in this city. All certificates are issued by the County Board of Examiners. I quote as follows from their rules:

SEMI-ANNUAL EXAMINATIONS FOR TEACHERS CERTIFICATES.

LOS ANGELES COUNTY, CAL.

(From the Rules of the County Board of Education)

RULE 9. The examination of applicants for teachers' certificates will begin on the third Monday in June and on the first Monday after Christmas in each year, and will proceed at the time and in the order given below.

RULE 10. All applicants must be present at the beginning of the examination in required subjects, and must be punctual in attendance throughout the examination.

RULE 12. Arithmetic to Percentage, Grammar and Composition, and Orthography are test subjects. In these, applicants for primary certificates must obtain an average of 65 per cent. Applicants who fall below an average of 65 per cent. will be excused from the examination.

SUBJECTS, TIME AND STANDARD OF EXAMINATIONS.

	SUBJECT.	Time	Standard
	FOR PRIMARY GRADE CERTIFICATE.		
1.	Arithmetic to per centage	2 hrs.	100
2.	Orthography	½	50
3.	Grammar and Composition	2	100
4.	Geography	1	50
5.	U. S. History	1½	50
6.	Word Analysis	1	50
7.	Physiology	1	50
8.	Penmanship & Bookkeeping (single entry)	1½	50
9.	Industrial Drawing	1	50
10.	Vocal Music	½	25
11.	Methods of Teaching	1	50
			625
	METHODS OF TEACHING—ORAL EXAMINATIONS.		
1.	Reading		50
2.	Arithmetic		25
3.	Language		25
4.	United States History		25
5.	Geography		25
6.	Physiology		25
	Total for Primary Certificates		800

SUBJECT, TIME, STANDARD—CONTINUED.

	SUBJECT.	Time	Standard
	FOR GRAMMAR GRADE CERTIFICATE.		
1.	Arithmetic from Percentage	1½ hrs	50
2.	Double Entry Bookkeeping	1	50
3.	Algebra to Quadratics	1	50
4.	Elementary Geometry	1	50
5.	Literature and Rhetoric	1½	75
6.	Botany and Zoology	1	50
7.	Constitution of the U. S. & Constitution & School Law of California	1	50
8.	Practical Entomology	½	25
9.	Psychology and Principals of Education	1	50
10.	Physics	1	50
			500
	FOR GRAMMAR GRADE SCHOOL COURSE CERTIFICATE.		
1.	Advanced Algebra	1	50
2.	Geometry	1	50
3.	English Literature (Selections found in subject 14, University of California Matriculation) or Latin	1	50
4.	Chemistry, or Mineralogy	1	50
5.	Free-hand Drawing or Plane Trigonometry	1	50
			250

THE FOLLOWING TEXT BOOKS ARE RECOMMENDED FOR THOSE PREPARING FOR EXAMINATIONS:

Arithmetic.....State Series
Grammar and Composition.....State Series
U. S. History.....State Series
Geography.....Harpers' School
Word Analysis.....Swinton's

Penmanship	P. D. & S. Hand Book
Drawing	Prang's Hand Book
Music	Loomis' Readers
Methods of Teaching	Baldwin's Art of School Management Swett's Method of Teaching
Book-keeping	Child's Essentials
Algebra to Quadratics	Wentworth's Elementary
" Advanced	" Complete
Geometry, Elementary	Hill's Geometry for Beginners
Geometry	Wentworth's Plane and Solid
Literature and Rhetoric	Kellog's Literature " Rhetoric
Botany and Zoology	Youman's Descriptive Holder's Zoology
Practical Entomology	Cooke's Entomology for Schools
Psychology and Principles of Education	Sully, Outlines of Psychology Rozenkranz, Philosophy of Ed'n
English Literature	Evangeline Lay of Last Minstrel Snow Bound Sir Launfal Burke Selected Works, Vol. I Hale's Longer English Poems
Latin	Allen & Greenough, Grammar " " Cæsar and Cicero
Chemistry or Mineralogy	Williams' Introduction Dana's Elements of Mineralogy
Piane Trigonometry	Wentworth's Trigonometry
Physics	Gage's Elements

CERTIFCATES UPON CREDENTIALS.

The County Board may, without examination, issue certificates and fix the grade thereof, upon the following credentials: Life Diplomas, California Educational Diplomas, California State University Diplomas (when recommended by the Faculty thereof), California State Normal School Diplomas and State Normal School Diplomas of other States.

CONCLUSION.

Reports of the High School Principal, Drawing Teacher, Writing Teacher, and the usual statistics will be found following.

I feel that the year's work can be characterized, not by the stagnant pool, nor the rushing torrent, but by the smoothly flowing river.

I am grateful for the courtesies and support extended me by all persons connected with the schools.

Very Respectfully,

W. M. FRIESNER.

Report of the High School Principal.

W. M. Friesner, Superintendent of City Schools:

SIR:—It is my pleasure to report that the condition of every class of the High school is satisfactory as regards the number of pupils in attendance and their average scholarship. The school aims to provide instruction for all the youth of our city that have the time and are qualified for its curriculum. At the same time it is striving to maintain an unimpeachable standard of scholarship.

Many pupils each year join our classes from the grammar schools of other cities and States. Experience with them as well as with pupils received by promotion card from our own grammar schools, reveals several common deficiencies that seriously hinder desired progress in high school branches. Pupils are sent into the high school with very unsatisfactory power to use the English language. Their modes of expression, already formed, are feeble and faulty, showing sometimes extreme looseness of thought and lack of training to discriminate between essentials and non-essentials. Written sentences that ought to be clear-cut and definite, are weak, uncouth and incoherent, or even unintelligible. Spelling is variable, and punctuation and paragraphing haphazard.

Greater ability to use English as well as better information and habits of thought would result, if the boys and girls of our city spent more of their time in reading carefully selected books. Perhaps the flood of cheap books, so characteristic of the present time, prevents those unskilled to select for themselves from making the acquaintance of books that have genuine educational value. Could not our public

library join hands with the schools and help the young people get the reading matter that is good for them? With a library of sufficient size, reading lists might be furnished to pupils of the grammar grades, offering a sufficient number of books for profitable reading for each school term. This reading might be made subsidiary, and would of necessity be helpful to the usual school exercises.

Our course of study as arranged a year ago has proved satisfactory in general. The few new text books introduced with the school year are found to be improvements over their predecessors.

The need of a permanent and commodious home for the high school, felt now for so many years, becomes even more urgent with the increase in classes resulting from the system of semi-annual promotions.

Very Respectfully,

F. H. CLARK, *Principal.*

Report of Principal of Drawing.

To W. M. Friesner, Superintendent of Schools:

SIR:—In making my report to you, I can say with pleasure that the drawing is every year making greater progress. Pupils entering the grammar grades, from the primary, show the effects in their work of the faithful drill given them in drawing, and demonstrate the fact that the principles of design can be taught to young children. The pupils from the grammar grades going into the High School are also well prepared, so much so, that to do our work as it should be done, we greatly need a drawing room, especially adapted for the purpose. This year, owing to the crowded condition of our schools, and the half-day sessions, I thought it not best to attempt modeling in clay.

Especial attention is paid in every grade to designing; commencing in the B 2 with combinations of straight lines and squares; the work progresses in its various stages of development through the grammar grades and High School. Most artistic and finished work is produced, drawn in such a manner as to be used by the manufacturer. Object drawing is begun as soon as the child can be made to see the form of things, and very young children will draw things that they are familiar with, as a top, the bell, a boy's cap, a basket, etc., with a surprising degree of accuracy.

Object drawing is learning to see. The first difficulty is in teaching the pupil to draw what he really sees, instead of what he thinks he sees. In order to do this great attention must be paid to the position of an object, and to its distance from the pupil, for every change in the position varies the apparent form of an object, and every change in distance varies

its apparent size. Every teacher should make a careful study of the school room, in order to find the best points to place the objects to be drawn.

The Prang's models have been a great success, but I cannot advance a class faster than the teacher in the room. The teachers should thoroughly master the principles involved in object drawing. I would recommend each teacher to find the proportions of the objects, and to draw them in different positions before giving a lesson.

Believing that children should be taught properly from the start, and finding, from many years' experience, that the coarse and heavy lines are the result of using the slate and pencil in drawing, giving the child a harsh touch,—which in some cases is never wholly eradicated even after months of use of the pencil and paper—we have discontinued their use, and place in the hands of the smallest children the blank drawing book and lead pencil.

The drawing is taught by the regular teacher of each class, under the supervision of the drawing teacher who instructs in the High School, and also at regular times in the school month, aids the regular teacher in every grade and school in the city.

I would like to express my gratification at the manner in which the teachers in all grades have carried out my ideas, and also at the progress they themselves have made in the study of design and object drawing.

DIRECTIONS FOR ALL CLASSES.

The pupil should sit facing the desk, both feet on the floor, shoulders back, head up, holding book or paper with left hand. Hold the pencil so that the point projects beyond the end of the forefinger an inch or an inch and a half, according to the size of the hand.

Pencils should be long, well pointed, and used for drawing only. The edge of the book or paper should be parallel

with that of the desk. In drawing curves, turn the book. Do not measure or rule. Erase only at the order of the teacher.

Drawing is easily taught when the teacher studies and practices each lesson before entering the school room, and is up and about among the pupils—knowing what each is doing.

Pay great attention to dictation exercises and blackboard work. In dictation exercises, either at blackboard or on paper, *never* allow the eraser to be used. Dictate rapidly, and do not repeat in case mistakes are made; the pupil will soon find that strict attention is necessary, and better work will be done at the first trial than by repeated erasing and commencing.

At the blackboard the pupils should stand squarely on both feet, and in a position to keep the work in its progress before them. In all drawing, keep the eye upon the point to be reached—not on the pencil or crayon.

Examinations will be given in memory drawing at regular intervals.

Bartholomew's system is used as a basis for our drawing, and I have found Dixon's M., inserted rubber, to be the best pencil for ordinary work. Respectfully,

CORDELIA P. BRADFIELD,

Principal of Drawing.

Report of the Principal of Writing.

W. M. Friesner, Superintendent of Public Schools:

SIR:—In submitting this report I have the pleasure to state that a marked advance has been made in the writing of pupils in all schools, during the past year, and by the close of this school year I believe we will be in condition to rank our schools among the foremost that are giving the attention due to this branch of practical education.

The state of progress to which we have now attained, shows the benefit of the special teaching and muscular drill. which the pupils have received during the past two years, supplemented by the use of the copy books.

The work is now systematically arranged for all the grades, and the uniform results obtained indicate that the talent for writing is more general than is commonly supposed.

The theory upon which I base my teaching is that writing is a product of motion of the fingers, hand and arm—simply varied to give each letter its distinguishing characteristic, and that all persons having no physical disability to prevent, can make all the required movements, providing they have the requisite muscular training.

It is my purpose that by the time the High School is reached the pupils shall have had all the teaching and training needed for the requirements of good business writing, and even of fine penmanship in the case of those who are naturally apt.

This can be accomplished even in the comparatively short time that can be exclusively devoted to the practice of writing, if properly started and drilled from the first grade up.

Principals can greatly aid in preventing carelessness in this respect, by frequently inspecting all written work in the different rooms under their charge.

During the year I aim to give as complete a general course of lessons as possible in all grades, beginning with lines, principles, and in turn, the small letters, capitals, figures, words, body-writing and business forms, with continual attention to natural and correct pen-holding, position and movement.

With the exception of a few schools of the lower grades, I visit each room once a week, from fifteen to thirty minutes, according to grade.

Every lesson is begun with a five minute movement drill, when the work for the week is explained, and the construction, keypoints and common errors are illustrated on the black-board.

In addition, I go about the room, inspect each pupil's work, suggest corrections, illustrating the execution of copy by writing for the pupil, criticising, commending and giving such other personal attention as seems necessary to interest the class and accomplish the most in a given time. In this the regular teacher aids, thus also giving the pupils the full benefit of his or her time and assistance.

Once each week a short review dictation exercise is given on an eighth of a sheet of foolscap, which the teacher examines and returns with corrections.

Pen and ink writing is now commenced in the second grade, and when facilities are provided, in the first.

Great improvement is noticeable in pen-holding and position.

Whenever the position is poor, the class is interrupted a moment, and the following position signals given:

1. Body erect, without leaning against either desk, both feet square on the floor, with both hands dropped at side in the aisle.

2. Raise both arms and place well upon the desk. the left hand being slightly in advance of the right.

3. Look at paper without bending the body, and resume writing.

Again thanking all for cordial co-operation,

Respectfully submitted.

L. B. LAWSON, *Principal of Writing.*

Table No. 1.—Census Marshal's Reports, Etc, Etc.

	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888
No. of white children between 5 and 17 years of age	2972	3175	3579	4085	4275	5070	5544	5990	7381	10638
No. of Negro, Indian and Chinese Children between 5 and 17 years of age	29	27	41	79	55	58	40	60	73	332
Total number of Census Children	3001	3202	3620	4164	4330	5128	5584	6050	7457	10970
No. of Children under 5 years of age	1220	1028	1228	1184	1446	2369	2576	2731	3492	3372
No. of Children bet. 5 and 17 years of age who have attended public schools during year	1404	1522	2098	1819	2495	2976	3417	3877	4874	5100
No. Children between 5 and 17 years of age who have attended private schools only during year	366	385	518	651	502	611	762	747	934	1050
No. of Children between 5 and 17 years of age who have not attended school during year	1211	1289	988	1616	1307	1504	1405	1416	1649	4573
No. of Pupils enrolled in the public sch'l.	1776	1754	1924	2234	2975	3479	4111	4680	5445	7336
No. of Teachers employed	27	28	29	33	43	49	66	86	118	149
Average No. of Pupils per Teacher	66	63	63	68	69	71	63	57	46	45
Cost per capita on total enrollment	$16 28	15 79	14 39	18 41	16 06	15 32	16 66	16 53	15 77	17 43
Cost per capita on average enrollment	24 79	24 19	22 09	29 29	25 37	22 75	23 08	23 81	24 68	26 35
Cost per capita on average daily attend'ce	26 91	26 14	23 85	30 91	26 83	24 38	24 27	25 15	26 14	28 49

Table No. 2.

District No.	NAME OF SCHOOL.	1886-87. Total Enrollment	Average Enrollment	Average Attendance	Per Cent. of Attendance	Tardy Marks	1887-88. Total Enrollment	Average Enrollment	Average Attendance	Per Cent. of Attendance	Tardy Marks
1	Arroyo Avenue	63	42	39	93	128	136	97	90	93	191
2	Hellman Street	454	338	320	95	575	654	455	431	95	554
3	Griffin Avenue	278	182	172	94	238	357	224	210	94	285
4	Macy Street	93	50	48	96	11	174	89	83	93	206
5	Breed Street	238	144	135	94	309	371	245	229	94	472
6	Railroad Street	325	179	168	94	152	353	213	201	94	249
7	Amelia Street	387	242	228	95	239	430	257	240	94	329
8	Garey Streeet	263	152	142	92	106	339	211	198	94	251
9	Seventh Street	50	35	32	91	103	137	88	82	93	210
10	Castelar Street	395	216	206	96	359	509	313	297	94	578
11	Temple Street	278	164	150	91	239	473	266	245	92	531
12	Sand Street	522	298	282	95	507	535	392	368	94	598
13	Pearl Street	58	33	31	93	71	109	60	57	95	45
14	Normal Primary	176	115	109	95	141	201	132	125	95	105
15	Spring Street	746	489	466	95	956	915	608	573	95	1163
16	Eighth Street	473	369	349	95	807	611	465	435	94	443
17	Montgomery Street	135	65	61	93	249	257	147	136	93	582
18	Pine Street	295	194	183	94	354	444	294	278	95	405
19	San Pedro Street	87	49	46	94	77	150	90	84	93	70
20	High School	172	143	136	95	735	181	150	143	95	608
	Totals	5488	3499	3303	94	6356	7336	4778	4489	94	7980



Table No. 3.

No. District.	NAME OF SCHOOL.	No. Teachers			No. of Rooms	No. of Schools	No. of Desks	No. of Pupils	No. of Pupils per Teacher	Size of Rooms
		Male	Female	Total						
1	Arroyo Avenue		2	2	1	2	49	78	39	28x32
2	Hellman Street		10	10	9	10	422	483	48	27x31
3	Chestnut Street		5	5	4	5	186	218	44	27x31
4	Griffin Avenue		5	5	4	5	202	216	43	27x30
5	Macy Street		4	4	4	4	186	178	45	27x31
6	Breed Street		7	7	4	7	192	295	42	27x35
7	Railroad Street		6	6	4	6	193	289	48	28x32
8	Amelia Street		8	8	4	8	193	363	45	28x32
9	Garey Street		5	5	4	5	205	238	48	27x32
10	Seventh Street	2	2	4	2	4	90	163	41	28x32
11	Grant Street	1		1	1	1	50	42	42	40x50
12	Aurora Street		1	1	2	1	48	33	33	27x32
13	Castelar Street		8	8	4	8	204	358	45	27x30
14	Temple Street	1	7	8	5	8	240	371	46	28x32
15	Ida Street		1	1	1	1	48	33	33	37x45
16	Sand Street	1	10	11	8	11	395	511	47	27x34
17	Pearl Street		2	2	1	2	47	92	46	28x30
	Totals Carried Forward	5	83	88	62	88	2950	3951	738	

Table No. 3.—Concluded.

No. District	NAME OF SCHOOL.	No. Teachers			No. of Rooms	No. of Schools	No. of Desks	No. of Pupils	No. of Pupils per Teacher	Size of Rooms
		Male	Female	Total						
18	Normal Primary		3	3	3	3	148	148	49	25x30
19	Spring Street (Night School, 1 teacher)	2	16	18	13	17	612	833	46	27x34
20	Eighth Street		10	10	10	10	470	419	42	25x40
21	Tenth Street		4	4	4	4	193	132	33	30x32
22	Montgomery Street		4	4	4	4	193	147	37	30x32
23	Pine Street		5	5	4	5	192	222	44	28x32
24	San Pedro Street		3	3	3	3	148	134	45	27x32
25	Brooklyn Street	1	4	5	4	5	193	242	48	27x32
26	High School	1	5	6	3	6	172	217	36	27x34
	Totals	9	137	146	110	145	5271	6455	44	

Table No. 4.—Names and Location of Buildings and Estimated Value of Property, 1888-9.

No of District	NAME OF SCHOOL	LOCATION	Size of Lot	Value of Lot	Value of Buildings.	Value of Furniture Apparatus and Library.	Total Value	Date of Erection of Building
1	Arroyo avenue..	Arroyo Seco and Cypress avenues..	150x200	$1,100	$1,500	200	$ 2,800	1884
2	Hellman street..	Hellman st., near Downey ave	⅔ Acre	5,100	12,000	2,000	19,100	1886
3	Chestnut street..	Chestnut st., near Hoff st.....	300x165	2,000	6,500	1,000	9,500	1888
4	Griffin avenue..	Griffin avenue, near Darwin st.....	110x330	4,250	4,000	1,000	9,250	1882
5	Macy street.....	Macy and Bridge streets.....	1¼ Acre	2,000	6,500	1,000	9,500	1888
6	Breed street....	Breed st. and New York avenue...	148x180	3,000	10,000	1,000	14,000	1886
7	Railroad street .	Railroad st., near Chaves st.	150x200	3,000	6,500	1,000	10,500	1884
8	Amelia street ..	Amelia st., near Lazard st.....	140x200	7,500	10,000	1,000	18,500	1886
9	Garey street....	Garey st., near First st	120x240	10,000	5,000	1,000	16,000	1876
10	Seventh street ..	Seventh and Lemon sts.....	150x170	2,250	3,000	500	5,750	1884
11	Grant street....	Grant st., near Lemon st.....	.....	.....	.....	200	200	....
12	Aurora street...	Aurora st., north of Temple st.....	80x120	400	2,824	200	3,424	1888
13	Castelar street..	Castelar and College sts	120x245	5,000	6,000	1,000	12,000	1882
14	Temple street..	Temple st., near Cincinnati st.....	153x205	6,000	10,000	1,000	17,000	1886
15	Ida street	Ida st., near end of Temple st.....	.....	.....	.....	200	200	....
16	Sand street.....	Sand st., near Castelar st.....	153x219	9,000	15,000	2,000	26,000	1872
17	Pearl street ...	Pearl st., near Fourth st.....	120x165	5,250	500	100	5,850	1882
		Totals carried forward.....		$65,850	$99,324	$14,400	$179574	

Table No. 4.—Continued.

No. of District	NAME OF SCHOOL	LOCATION	Size of Lot.	Value of Lot.	Value of Buildings.	Value of Furniture, Apparatus and Library.	Total Value.	Date of Erection of Buildings.
		Brought forward.....		$65,850	$99,324	$14,400	$179574	
18	Normal Primary	Fifth st. and Grand ave.....	.....	.....	.....	750	750	....
19	Spring street . . .	Spring and Fort, near Sixth st.....	120x330	132,000	40,000	3,200	175,200	1884
20	Eighth street . . .	Eighth st. and Grand ave	240x165	24,000	12,000	2,200	38,200	1877
21	Tenth street. . .	Tenth st., near Whittier st	138x188	3,500	6,850	1,000	11,350	1888
22	Montgomery st .	Montgomery and Georgia Bell sts..	1¼ Acre	8,500	6,850	1,000	16,350	1888
23	Pine street.....	Pine st., near Hill st	100x240	9,000	6,500	1,000	16,500	1885
24	San Pedro street	San Pedro st., near Washington st.	1 Acre	2,000	2,717	750	5,467	1888
25	Brooklyn street.	Brooklyn st., near Main st.....	135x150	4,000	9,389	1,000	14,389	1888
26	High School....	In Spring st. School Building.....	.....	.....	.....	500	500	....
		Diamond and Alvarado sts.....	125x200	3000	.....	.....	3,000	....
		Totals.....		$25,1850	$183630	$ 25800	$461280	

Table No. 5.

District	NAME OF SCHOOL	Boxes Crayon	Dozen Lead Pencils	Boxes Slate Pencils	Boxes Pens	Reams Foolscap	Inches Ruled Paper	Inches Soft Paper	Bottles Mucilage	Bars Soap	Dozen Erasers	Dozen Pen-holders	Gallons Ink	Sweepers	Brooms	Feather Dusters
1	Arroyo Avenue	14	19	2	2	1½	7	17	2	11	...	2	4⅔	...	2	1
2	Hellman Street	54	35	15	38	10	23	175	4	15	9	21	4	....	2	4
3	Griffin Avenue	32	30	11	8	1¼	20	35	....	18	1	5	1½	....	2	2
4	Macy Street	11	30	3	3	2	12	14	1	4	2	4	½	....	1	....
5	Breed Street	32	39	8	10	4½	20	61	4	36	3½	5	2½	2	3	...
6	Railroad Street	17	34	19	14	4	26	50	3	23	....	7	5	....	....	....
7	Amelia Street	42	16	3	12	3	34	54	1	12	5	5	2	1	...	....
8	Garey Street	30	7	2	18	3½	6	41	...	4	1	10	2½	1	....	....
9	Seventh Street	18	21	9	9	10	7	26	....	8	....	4	2	....	1	2
10	Castelar Street	42	48	21	9	1½	42	116	4	10	1½	....	1½	....	....	....
11	Temple Street	57	34	4	23	2½	22	89	1	6	4	10	3½	1	1	....
12	Sand Street	49	26	15	37	4	32	130	2	36	5	12	5½	....	4	3
13	Pearl Street	16	21	6	4	2	10	15	1	6	1	7	1	....	2	1
15	Spring Street	70	36	7	43	8	36	210	1	16	....	12	2½	....	....	....
16	Eighth Street	78	14	7	58	10½	10½	134	2	15	5½	17	6½	....	1	1
17	Montgomery Street	36	54	9	10	1	8	37	1	8	...	4	1	....	2	....
18	Pine Street	54	34	20	22	2½	24	63	1	14	5½	15	2½	....	1	2
19	San Pedro Street	11	4	6	2	½	10	16	....	4	....	....	½	....	2	1
20	High School	6	....	....	14	3½	....	98	1	....	....	....	....	....	....	....
	Totals	669	498	167	336	76¾	349	1381	29	246	44	140	45¼	5	24	17

Supplies for DISTRICT No. 14 are furnished by the Normal School authorities.

COURSE OF STUDY.

PRIMARY DEPARTMENT.

Time for Each Class—One Half Year.

FIRST YEAR—C CLASS.

NATURAL HISTORY LESSONS.—Informal conversational lessons on familiar animals and plants. Characteristic parts and habits of these animals dwelt upon.

LANGUAGE.—Full statements required in conversation and recitation.

READING.—Sentences from conversational lessons written and read from the blackboard. Sentences concise with no modifying word introduced. Change only *one* object word in each sentence.

SPELLING.—Teach to recognize all words read. Introduce printed forms after the script can be readily read. Phonics used to secure distinct enunciation and correct pronunciation.

FORM.—Taught in connection with Natural History. Comparisons made with the ball, circle and cylinder. Cube, square, angles and direction of lines also studied from objects.

COLOR.—Taught in connection with Natural History. Comparisons made with colored zephyrs.

NUMBER.—To recognize ten. Add to and subtract from numbers that produce ten.

OCCUPATION WORK.—Stringing beads, counting and arranging sticks, beans, shells, strips of paper, etc. Designing may be introduced through this material.

CLAY MODELING.—Forms of plant and animal life reproduced in clay.

FIRST YEAR—B CLASS.

READING AND SPELLING.—Oral lessons from chart and blackboard. First Reader may be used at the discretion of the teacher. Word and phonic methods combined. Begin with simplest words, names of familiar objects. Use the "word frames," having pupils build all new words in the lesson each day, with as many in review as possible. Have children write words on slates or ruled paper as soon as they are able. Endeavor from the first to impress children that the words MEAN something.

ARITHMETIC.—All combinations of numbers to 6, use numeral frames and objects, such as beans, blocks, splints, shoe-pegs, etc., in developing the relation between numbers and the figures that represent them. Teach meaning and use of signs. Count by 2's to 10, beginning with 0 and 1. Count read and write numbers to 50. Simple exercises daily on slates and blackboards. Roman numerals to correspond with reading lessons. California State Primary Number Lessons for reference.

GEOGRAPHY.—Develop the ideas of location, direction and distance.

FIRST YEAR—A CLASS.

READING AND SPELLING. — California State First Reader to page 46. Drill in elementary sounds at each lesson. Pronounce words at head of lessson and in lesson

several times before allowing pupils to study or read. Have pupils make very short and simple sentences containing the words in their lessons. See that they read the script as well as the print. Review frequently and have each lesson well read before passing it. Have one or more read the entire lesson at each recitation, sometimes coming forward and facing the class. Spell words in lessons, both by sound and by letter, giving special attention to articulation, pronunciation and marks.

ARITHMETIC.—All combinations of numbers to 10; no remainders in division. Count by 2's and 3's to 25, beginning with 0, 1, 2 and 3. Count, read and write numbers to 100. Train to recognize the sum of any two figures at sight as two letters are recognized as a word. Continue all other work of the B Class. State Primary Number Lessons for reference.

GEOGRAPHY.—Locate school house and pupils' residences, the name of the street and number of the house to be given. Have the general direction between the two given, by the semi-cardinal points if necessary, and the distances reckoned by blocks. Teach name of the city and draw outline map of the school room.

FIRST YEAR—A AND B CLASSES

WRITING.—Use long pencils and require pupils to sit erect and hold pencils correctly and naturally, from the beginning. Give light writing and show pupils how to move the fingers. Do not let them write too long at a time. The hand has a rounded appearance when the pen is properly held. Allow no writing with the left hand. Give much practice to the straight line, left and right curves, and principles, except the fourth. Give short words as you do letters, naming the lines, giving but one at a time. Illustrate on the blackboard in spaces ruled to correspond with slates and paper. Write each pupil's name and paste in front of his reader for constant reference.

LANGUAGE.—Talk with the pupils about familiar objects in the school room. Read and tell simple stories, and have them reproduced by the children. Require them to answer questions in complete sentences. Encourage them to give the substance of reading lessons in their own language, and tell what they see in the pictures. Correct all faulty expressions. Teach pupils to recognize capital letters, the period and question mark. Have them construct short sentences containing words from charts and readers.

DRAWING.—Bartholomew's Tracing Book No. 1, and Cards, No. 1. Dictation exercises. Drawing on blackboards. Drawing from objects.

ORAL INSTRUCTION.—Object lessons, with a view chiefly to the cultivation of perception and expression. Talk about simple and familiar objects of dress, food and furniture, developing facts as to name, production and use. Encourage children to tell what they have learned about such things, leading them to habits of observation and attention. Distinguish the primary colors, and the kinds of lines as to shape. Reference books: Calkins' Primary Object Lessons and Mrs Mayo's Object Lessons. Teach effects of alcohol and narcotics. Reference, Pathfinder, No. 1.

MORALS AND MANNERS.—Enforce habits of cleanliness, neatness and obedience to parents. Tell simple stories to illustrate honesty, truthfulness and kindness. Tell what is, and what is not, proper behavior on play-ground, the street, and at home. Teach a few short maxims, have pupils repeat them in concert, and as soon as they are able, write them. Cowdery's Moral Lessons, and Gow's Morals and Manners, for reference. In this and in all higher grades, it should be constantly borne in mind that true education is character building. Give lessons on cruelty to children and animals.

PHYSICAL EXERCISE.—Three times daily, or whenever the children are weary or inattentive. Open windows during the exercise; close them immediately afterwards. For illustration, see Mason's Physical Exercises. Endeavor to infuse

animation, to make the children enjoy it. Secure good time in movements. Do not permit noisiness.

MUSIC.—Practice the scale. Teach half a dozen easy and suitable songs Motion songs recommended. Try to secure correct time and good tone from the first. Fifteen minutes daily. Loomis' First Music Reader, for reference.

SECOND YEAR—B CLASS.

READING AND SPELLING.—First Reader, from page 46 to 76. Same general methods as in First Year. Have pupils tell substance of each lesson in their own language. Talk and tell stories about it, and use every effort to make them see that the reading has a meaning, and to be able to express the meaning in a clear and natural way.

Pay attention to proper positions; pupils to stand erect on both feet, with book held well up in left hand. Practice sight-reading occasionally—something very easy. Teach the diacritical marks and sounds as they occur in the Reader. Have the words at the head of each reading lesson written on slates or ruled paper, as well as spelled orally and by sound. Examine the work of each pupil, and require careless work to be re-written. Spell common words used in conversation and recitation as they occur. Dictate sentences from reading lessons, or original ones containing same words, to be written; very slowly at first, and increase speed and quantity as fast as progress justifies.

ARITHMETIC,—All combinations of numbers to 25. Remainders in division may be given. Count by 10's to 100, forward and backward, beginning at 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9. Teach combinations of 9 with other numbers Give simple questions in mental arithmetic frequently. Number cards may be used. Add columns not exceeding 100, the sum not exceeding 1,000. Multiply and divide by 2 and 3, multiplicand and dividend not to exceed 1,000. Roman notation as far as reading lessons extend. Refer frequently to State Primary Number Lessons.

GEOGRAPHY.—Talk about lines and modes of traveling and about the city. Develop the idea of distance by means of the inch, foot, yard, rod, block and mile. Don't forget direction. Draw map of school-room and locate the furniture.

SECOND YEAR—A CLASS.

READING AND SPELLING.—First Reader completed. Other work and instructions same as B Class. Teach sounds and diacritical marks.

ARITHMETIC.—All combinations of numbers to 50, with remainders in division. Count by 2's and 3's to 100, beginning with 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9. Teach cambinations of 6, 7 and 8 with other numbers. Develop idea of one-half and one-fourth by use of objects. Simple questions in Mental Arithmetic very frequently. Number cards may be used. Add Columns not exceeding 10,000. Multiply and divide by 2, 3, 4 and 5, multiplicand and dividend not to exceed 10,000. Roman notation as far as reading lessons are numbered. Use the ideas of the State Primary Number Lessons.

GEOGRAPHY.—Teach name of County and State and tell the children what they are. Talk to them simply about the people, animals, common plants and trees, climate, etc., of the county and vicinity. Draw outline map of the school yard with school building properly located. Review B Class work except the map.

SECOND YEAR—A AND B CLASSES.

WRITING.—Review principles, small letters and capitals. Have pupils rewrite careless and incorrect writing. Begin each lesson with a movement exercise, and see that every pupil is in position and holding pen properly. Write only where lines are ruled to guage relative height of letters. P. D. and S. Copy Book, No. 2½.

LANGUAGE.—Continue as in First Year; require much writing on slate and blackboard of short sentences containing

words at the head of reading lessons; write short stories about familiar objects and what is seen in pictures, then read them. Fill elliptical expressions. Copy paragraphs from reader and read them. Call attention to words mispronounced and incorrect expressions of any kind used by children at any time; correct them impressively, without trying to give reasons. Teach use of capitals, period and question mark, and to recognize other marks of punctuation used in the reader.

DRAWING.—Bartholomew's Tracing Book No. 2 and Card No. 1. Dictation exercises Drawing on blackboard. Drawing from objects.

OPAL INSTRUCTION.—Object lessons on the metals and other familiar substances, as wool cotton, silk, glass, chalk, sponge, wood, etc., developing facts as to production and use. Develop idea of direction, height, length and width. Talk about common animals, their voices, where they live, what they eat and what they do. Distinguish primary and secondary colors, and apply them to objects. Distinguish lines as to position. Same reference books as in First Year. Instruct on alcohol and narcotics. Refer to Pathfinder No. 1.

MORALS AND MANNERS.—Same as in First Year. Insist upon neatness in work as well as in person. Require politeness to teachers and schoolmates. Teach simple rules of health. A few more maxims. Make use of little incidents that occur in the school room and upon the play ground, involving the question of right and wrong, to impress the moral virtues. Reference books same as First Year.

PHYSICAL EXERCISE.—Same as in First Year.

MUSIC.—Fifteen minutes daily. Teach five or six new songs. Continue practice of scale. Require pupils to sit or stand erect. Suppress boisterous singing. Loomis' First Music Reader for reference.

THIRD YEAR—B CLASS.

READING AND SPELLING.—California State Second Reader, to page 53. Words at head of lesson to be repeatedly pronounced, and their meaning clearly explained before such lesson is read or studied. Require pupils to make sentences containing such words, thus making a valuable language lesson of the reading. Give special drill on words hard to pronounce, or commonly mispronounced, and do not stop the pupil in the middle of a paragraph. Continue drill in elementary sounds and diacritical marks as found in the reader. Aim to infuse animation by your example; this will go far to secure good expression, both of voice and face, and to break up the bad habits of hesitating and repeating. Frequent exercises in sight-reading, requiring the pupils to come forward and face the class, will do much to incite them to effort and inspire them with confidence. Do all work found in the reader. Spelling same as in First and Second Years, but much more of the writing from dictation may be required, both from readers and original sentences containing words used in oral lessons and common talk. Spell by sounds. Pupils should know all sonnds and marks.

ARITHMETIC.—All combinations to 100. Much practice in addition, columns to 10,000 and sums to 100,000. Multiply and divide by all the digits to 7, multiplicand and dividend not exceeding 100,000. Develop idea of fractions with 1 for numerator to eighths. Roman numerals as far as reading lessons. Give much mental work; practical examples coming within the range of pupil's knowledge of mechanical work as they progress. Consult State Primary Number Lessons freely.

GEOGRAPHY.—Draw outline map of the city of Los Angeles giving attention to location, direction and distance. Locate on the map:—Los Angeles river; Alameda and San Fernando streets and Downey avenue; San Pedro street; Main and Kurtz streets; Spring street; Pearl and Figueroa streets; Jefferson, Adams, Washington, Pico, Seventh and

Ninth streets; Diamond and Second streets; First, Temple and Aliso streets; the School Houses; Court House; Opera House; City Hall; Army Headquarters; Sisters' Hospital; Plaza; Pico, St. Elmo, Nadeau, New U. S. and Westminster hotels. Make imaginary journeys about the city.

THIRD YEAR—A CLASS.

READING AND SPELLING.—Second Reader from page 53 to 99. Other work and instructions same as B Class.

ARITHMETIC.—All combinations to 1000. Much practice in addition, columns to 100,000 and sums to 1,000,000. Teach subtraction where reduction is necessary. Multiply and divide by all the digits, multiplicand and dividend not exceeding 1,000,000. No long division. Develop idea of fractions with numerator greater than 1 to twelfths. Roman numerals as far as reading lessons. Give much mental work with analysis; practical examples coming within the range of pupils' knowledge of mechanical work as they progress. Consult and use State Primary Number Lessons freely.

GEOGRAPHY:—Review work of lower classes. Teach pupils to tell what a county is, and study Los Angeles county by drawing an outline map on which locate the following: Los Angeles, San Gabriel and Santa Ana rivers; Santa Monica, San Fernando and San Bernardino mountains, and Old Baldy. Southern Pacific and Santa Fe Railroads, with branches to Santa Monica, Ballona, San Pedro and Santa Ana. The towns of San Fernando Pasadena, Monrovia, Pomona, Santa Ana, Anaheim, Long Beach, Wilmington, San Pedro, and Santa Monica. Tell in what direction from Los Angeles County, Ventura, Kern, San Bernardino and San Diego counties are. Teach pupils to know what an ocean, a bay, a cape or point and an island are.

THIRD YEAR—A AND B CLASSES.

WRITING.—Review as in Second Year. Give much practice on whole arm and forearm movement as directed by the special teacher. P. D. and S. Copy Book, No. $3\frac{1}{2}$.

LANGUAGE.—Copy reading lessons, with special attention to capitals and punctuation, then read them. Write short descriptions of objects and of incidents or events in which pupils are interested. Write and give orally substance of oral lessons in geography and natural history. Require reproduction of stories told or read at previous times. Proper use of capitals, periods and interrogation points. Distinguish nouns, verbs, adjectives and adverbs. No definitions. Continue careful correction of common errors in speech, and the writing of sentences containing certain words. Write letters with attention to beginning, closing and the address. State Language Lessons to page 39, for reference.

DRAWING.—Bartholomew's Drawing Books, Nos. 3 and 4. Cards No. 2. Dictation exercises. Drawing on blackboard. Object Drawing.

ORAL INSTRUCTION.—Object lessons with a view to developing and naming qualities of objects, as: Rough, smooth, hard, soft, tough, brittle, transparent, opaque, sticky, slippery, flexible, elastic, conbustible, fusible, soluble, porous, malleable, ductile. Plants—with Hooker's Child's Book of Nature, Part 1, for reference. Review primary and secondary colors, and teach other common colors, brown, gray, purple, pink, etc. Reference, Calkins' Primary Object Lessons. Instruct on alcohol and narcotics. Refer to Pathfinder, No. 1.

MORALS AND MANNERS.—Same as first and Second Years.

PHYSCIAL EXERCISE.—Two or three times daily. Care should be taken to secure good air in the room during the exercises, and to shut off draughts when through. Give

breathing exercises. Aim at variety and strive against listlessness. Try to make these exercises such that pupils will ask for them.

MUSIC.—Teach whole, half and quarter notes with corresponding rests. Read notes by letters and syllables. Ask questions on what has been taught. Loomis' First Music Reader, fifteen minutes daily.

FOURTH YEAR—B CLASS.

READING AND SPELLING.—Second Reader from page 99 to page 147. Pupils may be taught and called upon to give synonyms for words in the lessons. Occasional concert reading of paragraphs that have been thoroughly taught may be practiced. Often call upon pupils to read some instructive story to the class, make them feel it an honor, and use all your ingenuity in awakening an interest. Have pupils repeat after you, in concert, short sentences suitable for cultivating inflection and modulation and general voice training.

Spell from Reader and other text-books. Spell by letter, by sound and in writing, using spelling blanks and pencils. Give attention to diacritical marks and silent letters. Pay special attention to neatness.

ARITHMETIC.—Continue all the work of A, Third Class, with much practice in addition. Divide by all numbers to 12 inclusive by short division, and multiply by all numbers to 12 inclusive, as one operation. Teach Multiplication and Long Division, the multiplier and divisor not to exceed two figures. Cover work up to 97th Lesson of Primary Arithmetic. Do abstract, concrete, mental and analytical work. Consult State Primary Arithmetic.

LANGUAGE.—Reproduce orally and in writing, reading lessons, stories of American history read by teacher, stories of pictures, and substance of oral lessons on any subject. Give careful attention to spelling, writing, capital letters and punctuation. State Language Lessons from Lesson 49 to 76.

GEOGRAPHY.—Draw map of California. Learn boundaries, name and locate five large cities, two rivers, two mountain ranges, Los Angeles county, S. P. and C. P. railroads, etc. Make imaginary journeys to different parts of the State by rail and ocean. Teach something of the plants, animals. climate and products of the State. Review.

FOURTH YEAR—A CLASS.

READING AND SPELLING.—Second Reader, from page 147 to 193. Other work and instruction same as B Class.

ARITHMETIC.—Put State Primary Arithmetic into the hands of pupils and let them master it, beginning with Lesson 97. Teach U. S. Money, including simple bills. Continue all the work of the B Fourth Class.

LANGUAGE.—Reproduce stories from readers, from American History, read by teacher, from pictures and from oral lessons on any subject; giving attention to spelling, penmanship, capitals and pronunciation. Exercise pupils in letter writing, with careful attention to the beginning, closing and address. State Language Lessons from Lesson 76 to Part II.

GEOGRAPHY.—Review Geography of the City, County and State, with a short and simple outline of the government of each, including population in round numbers, history, commerce, industries, size, etc. Draw map of the city, locate points of interest, and show the nine wards. Show with the globe the shape and size of the earth and its relation to the sun, moon and stars Point out hemispheres and land comprising each.

FOURTH YEAR—A AND B CLASSES.

WRITING.—P. D. and S. Copy Book, No. 4. Practice arm movements. Require correct position and enforce neatness. Have careless work rewritten.

DRAWING.—Free-hand Drawing Books, Nos. 5 and 6. Dictation exercises. Special Exercise Book A. First lessons in design—with circle. Drawing on blackboard. Drawing from objects.

ORAL INSTRUCTION.—Plants; their relative size, general structure, principal parts and functions of each part Hooker's Child's Book of Nature, Part1, and Gray's How Plants Grow, for reference. Review colors and lines and teach the different kinds of angles. Calkins' Primary Object Lessons. Refer to Pathfinder No. 1 for instructions on alcohol and narcotics.

MORALS AND MANNERS.—Tell suitable stories, repeat maxims, insist upon general neatness, pure and chaste language; use works of reference recommended for First, Second and Third Years.

PHYSICAL EXERCISE.—Same as in former years.

MUSIC.—Review what has been taught. Explain the staff. Teach names and relative value of the different notes and rests. Practice beating time. Loomis' First Music Reader, fifteen minutes daily.

FIFTH YEAR—B CLASS.

READING AND SPELLING.—Second Reader from page 193 to 238. Require pupils to write all new words, with synonyms and definitions, to be read and criticised as a part of the recitation. Require them to produce the subject matter of all pieces read. Have the lesson read once through, substituting for principal words synonyms or brief definitions. Practice freely the concert exercise of short sentences for training the voice, requiring your rendering to be closely imitated. Sight-reading, as often as practicable, from suitable periodicals or books. Pupils should be able to read an ordinary newspaper paragraph with readiness and intelligence. Try to make all recitations pleasant, by varying their character and avoiding monotony. Spell all new words

in reader, and all other text books. Spelling contests occasionally. Word lessons in articulation, pronunciation, diacritical marks and sounds. Spelling blanks, using pen and ink

ARITHMETIC.—California Advanced Arithmetic to page 67. Subjects: Notation, Numeration, Addition, Subtraction, Multiplication, Division and Factors. Much work on blackboard, giving simple test examples not found in book. Frequent mental exercises original and from book. Daily drill in rapid addition. Review work of lower grades.

LANGUAGE.—First half of Part II. California State Language Lessons. Composition exercises on subjects taught in oral lessons or suggested by pictures. Letter writing.

GEOGRAPHY.—Study the United States, by the outlines furnished, in the order found in Harper's Introductory Geography, from page 69 to 34. Period I. Western or Highland States and map. Period II. West, North and South Central States. Period III. South, Middle and North Atlantic States.

FIFTH YEAR—A CLASS.

READING AND SPELLIG.—Second Reader completed. Other work and instructions same as B Class.

ARITHMETIC.—Advanced Arithmetic, from page 67 to 97. Subjects: Multiples and Common Fractions. Much work on blackboard, giving simple test examples not found in book. Develop idea of decimals, in connection with Common Fractions, whose denominators are 10, 100, etc. Frequent mental exercises original and from the Book. Daily drill in rapid addition. Reviews.

LANGUAGE.—Complete State Language Lessons, Part II. Composition exercises on subjects taught in oral lessons or suggested by pictures. Letter Writing and reviews.

GEOGRAPHY.—Complete the Introductory Books as follows: North America, South America, Europe and Asia,

by outlines furnished. Period I. North America and two columns of the outline of South America. Draw maps. Period II. South America completed and Europe. Period III. Asia and review.

FIFTH YEAR—A AND B CLASSES.

WRITING.—P. D. & S. Copy Book, No. 12. Continue drill in elements, small and capital letters, and practice of movement. Require the pupil's best and neatest work.

DRAWING.—Free-hand Books, Nos. 7 and 8. Special Exercise Book B. Dictation. Fine Drawing. Blackboard drawing. Exercise in designing. Drawing from objects.

ORAL INSTRUCTION.—Elementary Physiology and Hygiene. The Senses. Part II, Hooker's Child's Book of Nature, for reference. Refer to Pathfinder No. 1, for instruction on alcohol and narcotics.

MORALS AND MANNERS.—Conversational lessons on politeness and rules of deportment at home and in public places. Illustrate by common incidents of noticeably good or bad behavior. Keep neatness prominent in person, desk, books, examination papers, etc. Same reference as in lower grades.

PHYSICAL EXERCISE.—Twice a day. Consult Mason's or other suitable book on Physical Exercise for forms. May allow a pupil to lead. Secure animation.

MUSIC.—Loomis' Second Music Reader. Simple two-part songs and easy rounds. Count and beat time. Practice intervals. Fifteen minutes daily.

Grammar Department.

SIXTH YEAR—B CLASS.

READING AND SPELLING.—California State Third Reader, to page 91. Encourage pupils to make free use of dictionaries. Pay special attention to the character of each selection, adapting the style of reading to the sedtiment of the piece. Occasional concert reading of choice selections. Continue elocutionary drill in modulation, inflection, enunciation and emphasis. Words in text books, especially Geography to be spelled. Spelling contests with other classess of same grade recommended—by sound, by letter, and in writing, with silent letters and sounds marked.

ARITHMETIC.—From page 97 to 128. Subjects: Review Common Fractions, Decimal Fractions, Bills and Long Measure. Contracted and last five short methods at option of teacher. Rapid addition daily. Reviews.

GRAMMAR.—California State Grammar, Part I, to Lesson 32. Letter writing and composition Continued.

GEOGRAPHY.—Harper's School Geography, commenced at page 24 and studied to page 53 by outlines, as follows: Period I. United States, New England. Period II. Middle Atlantic, South Atlantic. Period III. South Central and North Central States. Draw maps of United States and North Central States.

SIXTH YEAR—A CLASS.

READING AND SPELLING.—Third Reader, from page 91 to 172. Other work and instructions same as B Class.

ARITHMETIC.—From page 128 to 154. Subjects: Surface, Cubic, Liquid, Circular and Time Measures; Avoirdupois and Troy Weights; Longitude and Time. Rapid addition daily. Reviews.

GRAMMAR.—Complete Part I. of State Grammar. Letter writing and composition continued. Review.

GEOGRAPHY.—Study from page 53 to 86, the following, by outlines: Period I. Northern States of the Plains, Southern States of the Plains. Period II. Highland-Pacific States, Dominion of Canada, Mexico, Central America. Period III. South America and review. Draw maps of the West Central and States of the Plains—northern division, and the Highland-Pacific States.

SIXTH YEAR—A AND B CLASSES.

WRITING.—P. D. & S. Copy Book, No. 11. Correct position, penholding and neat work.

DRAWING.—Free-hand Books 8 and 9. Special Exercise Book B. Dictation, limiting time. Drawing on blackboard. Designing with square. Drawing from objects.

ORAL INSTRUCTION.—Animals; Colton's Practical Zoology from page 1 to 24. Manufactures; how clothing is prepared; food articles, where and how obtained and pre-prepared; different kinds of fuel and building materials. Instruct on alcohol and narcotics from Pathfinder No. 2.

MORALS AND MANNERS.—Energy, activity, directness of purpose, self-reliance, perseverance and endurance, as contributing to success in life; apply them to the performance of school duties. Show the evil effects of want of energy, indecision, laxity of purpose. Same reference books as before.

PHYSICAL EXERCISE.—Twice a day, as in Fifth Year.

MUSIC.—Loomis' Third Music Reader. Practice sight singing in all the keys. Fifteen minutes daily.

SEVENTH YEAR—B CLASS.

READING AND SPELLING.—Third Reader, from page 172 to [illegible]. Pupils in this grade should learn something of the

author of every piece studied. Appoint certain ones from day to day to find out and report to the class something more of the authors than the book gives—having them bring in and read suitable selections from their writings. Make the developing and training of voices the object of frequent and suitable exercise. The training of pupils in reciting "declamations" may profitably be made a part of regular lessons in reading, care being taken in the selections. Use dictionaries freely. Special attention to words in Geography and History for spelling. Inter-class contests, once or twice each term recommended, on same conditions as in Sixth Year. Mark sounds and silent letters.

ARITHMETIC.—From page 154 to 181. Subjects: Denominate Numbers, U. S. Money, Analysis, Proportion, and Partnership. Rapid Addition daily. Reviews.

GRAMMAR.—State Grammar, Part II, from Lesson 49, to 89. Write compositions and letters. Review.

GEOGRAPHY.—From page 86 to 119, the following, by outlines; Period I, Europe. Period II, Asia, Oceanica. Period III, Africa and review. Draw maps of Europe and Africa.

SEVENTH YEAR—A CLASS.

READING AND SPELLING.—Third Reader from page 252 to 331. Other work and instruction same as B Class.

ARITHMETIC.—From page 181 to 204. Subject: Percentage, Profit and Loss, Commission, Insurance, Taxes, Duties, Stocks. Rapid Addition daily. Reviews.

GRAMMAR.—State Grammar, from Lesson 89 to 139. Write compositions and letters. Review.

GEOGRAPHY.—Period I: The first 24 pages of the book. Period II: Special Geography of California by outline,—the first two columns. Period III: California finished. A general review with special attention to the United States. Draw map of California.

SEVENTH YEAR—A AND B CLASSES.

WRITING.—P. D. & S. Copy Book, No. 7. Grade pupils on careful, pains-taking work.

DRAWING.—Free-hand Books, Nos. 10 and 11. Special Exercise Book C and American Blank Drawing Book. Lessons in Design. Blackboard drawing. Dictation. Drawing from objects.

ORAL INSTRUCTION.—Animals: Colton's Practical Zoology from page 24 to 86. Instruct on alcohol and narcotics from Pathfinder, No. 2.

MORALS AND MANNERS.—Lessons on the rights of property, duties of citizenship, respect for authority, respect for age, filial obedience. Take advantage of current incidents of daily news to impress a lesson in good manners or morality upon your pupils. Same reference books as betore.

PHYSCIAL EXERCISE.—Arm movements and breathing exercises, as directed in Swett's School Elocution.

MUSIC.—Loomis' Third Music Reader.

EIGHTH YEAR—B CLASS.

READING AND SPELLING.—Third Reader from page 331 to 411. Pursue same general plan as in Seventh Year. Do not allow trashy selections to be recited or read. Supplementary Reading, Irving's Sketch Book.

ARITHMETIC.—From page 204 to 246. Subjects: Interest, Partial Payments, Compound Interest, Accounts, Square and Cube Roots. Omit "Average of Payments" and "Average." Rapid Addition daily. Reviews.

GRAMMAR.—From Lesson 139 to 186. Write compositions and letters. Review.

U. S. HISTORY.—State Series to the War for Independence.

EIGHTH YEAR—A CLASS.

READING AND SPELLING.—Complete Third Reader and follow instructions for B Class and Seventh Year. Supplementary Reading, Lady of the Lake (Ginn.) The spelling of words in History and Physiology to be made a part of each recitation, and these words specially used in the "contests," which are advised, as in the lower grades. Mark sounds and silent letters.

ARITHMETIC.—Complete the book with a General Review.

GRAMMAR.—From Lesson 186 to 221. Punctuation, letter writing and review.

U. S. HISTORY.—To the Civil War.

EIGHTH YEAR—A AND B CLASSES.

WRITING.—P. D. & S. Copy Book, Nos. 7, 10 or Book of Alphabets as directed by the special teacher.

DRAWING.—Free-hand Drawing Books, Nos. 11 and 12, and American Blank Drawing Book. Lessons in Designing from natural objects. Dictation Exercises. Drawing on blackboard. Drawing from objects.

ORAL INSTRUCTIONS.—Animals; page 86 to end of Colton's Zoology. By this time the pupils should be able to pass examination in the elementary facts of Botany, Zoology, Physiology, and Natural Philosophy. Refer to Pathfinder No. 2 for instruction on alcohol and narcotics.

MORALS AND MANNERS.—Adapt any of the suggestions to lower grades on this subject that are suitable for your class. Give an occasional earnest talk, (no set speeches), remembering that concrete illustrations and facts are better than abstract theories. Gow's Morals and Manners and Cowdery's Moral Lessons for reference.

PHYSICAL EXERCISE.—Same as Seventh Year.

MUSIC.—Loomis' Third Music Reader.

NINTH YEAR—B CLASS.

Physical Geography.—Maury's.

Physiology.—Hutchison's..

Geometry.—Hill's Lessons.

English.

Grammar.—State Text Book completed.

Critical Reading { Hughes' 'Tom Browns School Days'
Kingsley's 'Greek Heroes'

Pronunciation and Spelling.—Metcalf and De Garmo's "Dictionary Work for Common Schools."

Composition.

Drawing.—Mechanical Book No. 14, Free-hand Book No. 13.

NINTH YEAR—A CLASS.

Bookkeeping.—Child's Essentials.

English History.—Gardiner's.

Geometry.—Hill's Lessons.

Practical Entomology.—Cooke's.

English.—Grammar, first 30 lessons of Kellog's Text Book on Rhetoric.

Critical Reading.—Scott's "Lady of the Lake."

Pronunciation and Spelling.—Metcalf and DeGarmo's "Dictionary Work for Common Schools."

Composition.

Drawing.—Mechanical Book No 15; American Blank Drawing Book.

NINTH YEAR—A AND B CLASSES.

Oral Instruction, Morals and Manners, Physical Exercise and Music.—Review work of lower grades.

High School Course of Study.

ENGLISH COURSE.

	No.	Subject.	Text Book Used.
Junior Year	I	*Government.*	Macy's Our Government.
		Botany,	Gray's School and Field Book of Botany.
	II	*Rhetoric.*	Kellogg's Text Book on Rhetoric.
		Greek History.	Sheldon's Greek & Roman Hist.
	III	*Algebra.*	Wentworth's Elements of Algebra
	IV	*English.*	Irving's Alhambra. (Lovell) Scott's Lay of the Last Minstrel. (Rolfe) Whittier's Snow Bound (Riverside Longfellow's Evangeline ("
	V	*Drawing.*	Sketching from Objects (Book 16 American Blank Drawing Book.
Middle Year	I	*Physics.*	Gage's Introduction to Physical Science.
	II	*Roman History*	Sheldon's Greek & Roman Hist'ry
		Chemistry.	Williams' Introduction to Chemical Science.
	III	*Geometry.*	Wentworth's Plane & Solid Geom.
	IV	*English.*	Addison's Sir Roger de Coverly. (English Classics) Shakespeare's Merchant of Venice (Hudson) Lowell's Sir Launfal. (Riverside Special Edition) Burke's Select Works. Vol. I (MacMillan) Thackeray's Newcomes. (Lovell)
	V	*Drawing.*	Light, Shade & Shadow. Book 17 American Blank Drawing Book.

Senior Year	I	*Astronomy.*	Sharpless & Phillip's Astron'y
		Mathematics.	———
	II	*Zoology.*	Holder's Elements of Zoology
		Geology.	LeConte's Compend of Geol.
	III	*English Literature*	Kellogg's English Literature.
		Political Econom.	Jevon's Political Economy.
	IV	*English.*	Shakespeare's Julius Cæsar. (Hudson) Hale's Longer English Poems (Macmillan)
	V	*Drawing.*	Problems in Perspective. Book No. 18. American Blank Drawing Bk.

LATIN COURSE.

Latin as Subject I in the above.

Latin Text-Books.	Tetlow's Latin Lessons. Allen & Greenough's Latin Grammar. (Revised Edition.) Allen & Greenough's Cæsar. Allen & Greenough's Cicero. Greenough's Virgil (with Vocabulary) Jones Exercises in Latin Prose Comp.

Classical Course.—Pupils desiring to fit for college as classical students will study Greek as an extra subject in Middle and Senior Years.

Greek Text-Books.	Leighton's Greek Course. Goodwin's Greek Grammar. Goodwin's Xenphon's Anabasis. Jones' Exercises in Greek Prose Com position. Keep's Homer's Iliad, 3 books. Blake's Homeric Lexicon.

Singing.—In opening exercises the school uses "New Silver Carols," a copy of which pupils are expected to have.

Preparation for College.—Pupils desiring to enter college will review necessary studies instead of Subject II in the Senior Year.

Election of Course.—On entering the High School, pupils must elect a regular course. A change may be made

at the end of the Junior Year, but at no other time except upon satisfactory reasons set forth in writing by parent or guardian.

PARTIAL COURSE.—Upon the written request of parent or guardian, pupils may be allowed to pursue less than the full number of subjects required for each year.

GRADUATION.—Pupils having satisfactory records in either regular course are candidates for graduation. In each class the ten pupils having the highest standing in Deportment and in all subjects studied during the course will have the honor of speaking in the graduating exercises. They will be taken from each course in proportion to the numbers enrolled therein at the end of the Senior Year.

Los Angeles Public Schools.

Condensed Course of Study for Primary and Grammar Grades.

TEXT BOOKS.	Periods	PRIMARY GRADES.										GRAMMAR GRADES.							
		First Year		Second Year.		Third Year.		Fourth Year.		Fifth Year.		Sixth Year.		Seventh Year.		Eighth Year.		Ninth Year.	
		B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
First Reader, California State Series.	1	Limi t p15		61	102														
	2	" " 34		75	130														
	3	" " 46		87	132														
Second Reader, California State Series	1			Limi t p		17	66	115	161	210	253								
	2			" "		37	82	133	177	225	270								
	3			" "		53	99	147	193	238	End								
Third Reader, California State Series	1									Limi t p		30	118	199	278	357	435		
	2									" "		60	145	226	304	375	461		
	3									" "		91	172	252	331	411	End		
Arithmetic, Primary, California State Series	1						Limi. p100		141										
	2						"		"127	146									
	3						"		"133	149									
Arithmetic, Advanced, California State Series	1							Limi t p		34	76	107	137	168	194	218	257		
	2							" "		57	97	118	145	173	201	232	Limit		
	3							" "		67	97	128	154	182	204	246	262		
Language Lessons, California State Series	1					Limi t p		46	67	First Com-									
	2					" "		54	70	Half plete									
	3					" "		60	77	P. II	P. II								
Grammar, California State Series	1									Limi t p		31	42	81	120	171	216		
	2											30	55	97	134	188	227		
	3											36	P. II	106	153	206	237	End	
History of United States, California Series	1													Limi t p		47	179		
	2													" "		98	446		
	3													" "		130	303	400	
Geography, Harper's Introductory										8024	104								
Geography, Harper's School												24-53	86	119	Calla 24				
Music Reader, Loomis'		1	1	1	1	1	1	1	1	2	2	3	3	3	3	3	3	4	4
Copy Books, (P. D. & S.)				2½	2½	3½	3½	4	4	13	12	11	11	7	7	7-10	7-10		
Dictionary, Webster's High School																			
Tracing and Drawing Books, Bartholomew		1	1	2	2	3	4	5	6	7	8	8	9	10	11	11	12	13-14	13-14
Cards in Drawing		1	1	1	1	2	2												
Special Exercise Book		National Blank Draw. Book						A	A	B	B	B	B	C	C	Am. Blank Draw. Book			



SYNOPSIS OF THE

Minutes of the Board of Education,

FOR THE YEAR 1888.

January 3rd.—Old Board adjourned *sine die.*

Dr. J. S. Crawford, C. E. Day and N. S. Embody presented their credentials as newly elected members of the Board.

Dr. Crawford was elected President.

January 6th—Messrs. Thos, Kelley and E. P. Johnson presented credentials as appointed members to fill the unexpired terms of C. P. Thurston and Mrs. .A S. Averill, resigned.

Thos. Kelley was elected Secretary.

Gen. J. R. Brierly reported the sale of lot 6, block B, Baker Tract, on Fourth and Los Angeles streets, for $10,-000. Sale confirmed.

Resignation of Miss Eva Holbrook, a teacher, accepted.

Place of meeting fixed at 440 South Fort Street.

January 7th.—Committees for year were announced by President Craword as follows:

Finance.—Messrs. Embody and Kelley.
Supplies and Janitors.—Messrs. Johnson and Day.
Buildings and Repairs.—Messrs. Kelley and Embody.
Rules and Regulations.—Messrs. Embody and Day.
Teachers and Salaries.—Messrs. Day and Johnson.

Rules of old Board adopted.

J. Lewis ordered to vacate house on Amelia street belonging to Board.

Deed for school site on Diamond street ordered recorded.

January 17th.—Bill of F. .S Graham, former secretary of the Board, referred to old Board.

John Collins (colored) notified that his services as temporary janitor at Sand street school would terminate January 31st. Mrs. Brindley appointed to his place.

City Council notified that this Board is crippled for want of funds.

Mrs. .A W. North elected a teacher.

February 7th.—Bill of F. S. Graham for $95.50, legal expenses incurred in determining that he could not draw salary as Secretary of the Board, was on recommendation of the members of old Board, allowed.

Member E. P. Johnson granted 60 days' leave of absence.

Duties of Deputy Superintendent defined to be same as those of Superintendent as defined in Rules 26 and 27.

General Janitor instructed to employ chain gang to gravel school yards.

Superintendent given permission to attend N. E. A. Committee meetings once per month at San Francisco.

Snperintendent instructed to let contract for 300 copies of teachers' hand-book.

Mr. Embody appointed to confer with Charter Committee on needs of city schools.

February 8th.—Resolution of the County Board of Supervisors granting this Board permission to buy and sell real estate received.

Superintendent W. M. Friesner was added to committee to confer with Charter Committee.

February 13th.—Committee to confer with Charter Committee reported. Report adopted and Committee instructed to present same to Charter Committee.

February 21st.—Miss M. A. Desmond, a teacher, granted leave of absence for remainder of year.

Misses Grove, Anderson and Mrs. Malin elected substitute teachers.

Merril & Cook instructed to have school desks, purchased October 4th, 1888, shipped from Sydney, Ohio.

Superintendent instructed to hire a safety box, for the valuable papers of the Board,

Building Committee instructed to place a Principal's office in hall at Hellman street school.

February 24th.—Building Committe instructed to secure plans and specifications for four-room school house on Montgomery street.

March 6th.—Superintendent instructed to ascertain if necessary to open school gates before 8:30 A. M. Bills audited.

Secretary instructed to advertise for bids for construction of a four-room school house on Brooklyn street, instead of Montgomery street.

Mr. Kelley and General Janitor Henry instructed to secure a better horse for the department.

March 16th.—The sum of $200 voted, provided declared legal by Ciiy Attorney, for suit to test legality of school bonds.

March 20th.—Communication from City Attorney announced the legality of the $200 appropriation of the 16th inst.

Bids for the erection of a four-room, frame school house on Brooklyn street were received.

That of W. M. Fletcher at $9,389, being the lowest, was accepted.

President and Secretary instructed to sign petition for widening Fort street in front of school property.

Resignation of Miss Helen Field, teacher, accepted.

General Janitor was empowered to make such repairs at Temple, Amelia, Eighth and Pine street schools as their sanitary condition demanded.

Secretary was instructed to notify Health officer of nuisances adjoining schools. Also to notify Chief of Police of disorderly boys near schools.

Janitors instructed to open yard gates 8 o'clock A. M.

Spring vacation ordered to begin April 16th and continue two weeks.

The name ol Highland View School was changed to Arroyo avenue, Brooklyn Heights to Macy street, Boyle Heights to Breed street, Central to Sand street, and Morris Vineyard to Pine street.

Contract ordered drawn with architect A. M. Edelman to superintend construction of Brooklyn street school at 5 per cent. on contract price.

April 3rd.—Bills audited.

An offer of two lots in the Scott Tract, north of Temple street, provided a school should be built thereon within ninety days, referred to Building Committee.

Nuisances near Amelia and Griffin schools, referred to Board of Health, having been neglected by Health Officer.

Mr. Philip Eden, Mrs. G. Croft, Misses Adele Phillips and Lura Bower were electd substitute teachers.

Principals of schools presented a petition against opening school yards at eight o'clock. The eight o'clock order was repealed and the gates ordered opened at 8:30 a. m.

April 17th.—Board adjourned to attend the opening of Annual Flower Festival.

April 18th.—Warrant in favor of Merrill & Cooke for $7000.00 for school desks, ordered drawn.

Communication from P. M. Scott offering lots for school in his tract accepted.

Application of E. G. Northrup for position as Census Marshall, filed.

Resignations of Misses M. V. Paul and Ella Foy, teachers, accepted.

Secretary authorized to advertise for sixty days for text-books not furnished by the State.

Superintendent instructed, as far as possible, to have all schools open at 8:30 A. M. and 1 P. M. Half-day schools to close at 12:30 P. M. and 5 P. M. All day schools to close at 12 M and 3 P. M.

Building Committee instructed to reject poor material being used in the construction of the Brooklyn street school house.

May 1st.—Bills audited.

Resignation of Miss Ella Maddrill, teacher, accepted.

Communication from A. H. Judson, claiming that Arroyo Seco avenue school was on his land, referred to Finance Committee to investigate.

Superintendent instructed to establish new schools where necessary.

Daniel Kevane elected Census Marshal. His compensation to be 4c per capita for all children between five and seventeen years of age.

Resolution adopted authorizing sale of lot 7, block B, Baker Tract, corner Fourth and Los Angeles streets, to John H. Jones and George H. Pike, for $15,000.

May 15th.—Prof. Ludlum engaged to drill seniors in elocution for commencement exercises.

All members of graduating class of High school allowed to take part in the program.

Messrs. Day and Johnson added to Building Committee for Brooklyn street school.

Miss C. Muller, a teacher, granted leave of absence.

Misses C. C. Vivian, Mary Foley, Lura Brower, Carrie Brauer, Ella Feeney and Jennie Powers elected teachers.

Voted that A. M. Edelman, architect for Brooklyn street school building, furnish Board a copy of plans and specifications.

Warrant for $1,125 in favor of W. M. Fletcher, contractor, for Brooklyn street school building ordered drawn.

Resolution adopted sustaining General Janitor Henry in reporting defects in construction of Brooklyn street school, and authorizing him to report any further defects.

Secretary instructed to advertise for plans and specifications for two-room school building, not to cost over $2,500.

Mr. Steadman, of the Boys and Girls' Aid Society of San Francisco, allowed to address children in each school room.

June 5th.—Resignation of Miss Sara Reese, a teacher, accepted.

Bills audited.

Plans and specifications for a two-room building presented by Costerisan & Forsythe, J. Freidlander, L. D. Dean, Capitain & Burton, W. R. Dobson, J. C. Newsom, Preston & Son, C. E. Wolf, Geo. C. Keyes and Bryan.

Title of General Janitor changed to that of Superintendent of Janitors and Repairs, with same duties as heretofore.

Rule 20 amended so as to read "The Superintendent, Deputy Superintendent, Superintendent of Janitors and Repairs and his assistant shall be elected at the first regular meeting in June."

Warrant for D. Kevane, Census Marshal, ordered drawn when his report is approved by County Superintendent.

W. M. Friesner unanimously elected Superintendent for ensuing year.

Mrs. Anna S. Averill elected Deputy Superintendent.

A. A. Henry elected Superintendent of Janitors and Repairs, and E. S. Moody, Assistant to Superintendent of Janitors and Repairs.

Mrs. Averill, Deputy Superintendent, granted one week's leave of absence from June 14th.

Former action of Board in appropriating $200 for suit to determine legality of school bonds rescinded, and matter of bringing suit referred to Finance Committe with power to act.

Teachers' Committee and Superintendent appointed a Committee to consult with County Board ot Education on the adoption of uniform series of text-books.

Messrs. Day and Johnson appointed to meet Messrs. Gibson and Judson to try to secure deed to Highland View property.

June 12th.—Plans of Costerisan and Forsythe for two-room school buildings adopted, provided they furnish satisfactory elevations to Building Committee.

June 19th.—Mr. Kelley instructed to see if Mr. P. M. Scott will not give lots for a school, more satisfactory to Board than ones at corner Effie and Edgar streets, heretofore accepted.

June 20th.—Mr. Kelley reported that P. M. Scott would give 100x150 feet for a school house fronting on either side of Morton avenue, north of Effie street.

Entire Board included in Committee with Mr. Kelley, in selection of this site.

Bids received for school books for next four years. Referred to Supply Committee and Superintendent to report at next meeting.

June 22d.—The following text-books adopted for ensuing four years, or until State furnish books on subjects named:

1. Payson, Dunton & Scribners' Copy Books.
2. Bartholomew's System of Drawing.
3. Child's Book-keeping and Blanks.
4. Loomis' Music Readers.
5. Maury's Physical Geography.
6. Hill's Elements of Geometry.
7. Colton's Zoology and Cooke's Entomology.

July 3d.—Bills audited.

One hundred and twenty-eight teachers elected to serve at the pleasure of the Board.

The salary of the Superintendent fixed at $250 per month; that of Deputy Superintendent at $125 per month; that of Superintendent of Janitors and Repairs at $115 per month, he to feed the horse belonging to the department; and that of the Assistant to Superintendent of Janitors and Repairs at $70 per month.

Reports of architects employed pro and con to examine Brooklyn street school read, and subject referred to special building committee with power to act.

Bill ordered paid of W. M. Fletcher, contractor, for $667.

Mrs. Averill, Deputy Superintendent, granted leave of absence during July without salary.

Voted that schools reopen October 1st, 1888.

July 7th.—No quorum.

Two members adjourned.

July 9th.—General Brierly, Deputy County Superintendent, presented discrepancies in Census Marshal's report, and was authorized to incur necessary expense to make proper corrections.

Six more teachers elected to serve at pleasure of the Board.

Leave of absence to January 1st, 1889, granted to Misses Emma Wait and Lizzie Packard, teachers.

Text books adopted for use in High School.

Vote of thanks extended to Trustees of Baptist Church for use of their church for High School commencement drill.

Superintendent granted one week's leave of absence to attend National Educational Association in San Francisco.

July 11th.—Managers of Orphans' Home granted use of a room in Castelar street school, for summer school.

The following assignment of Principals of Buildings was made:

1. Arroyo avenue, Miss E M. Snyder.
2. Hellman street, Miss Janet M. Henderson.
3. Griffin avenue, Miss Helen E. Hunt.
4. Macy street, Miss Jeanne Ross.
5. Breed street, Miss Jessie E. Frater.
6. Railroad street, Mrs. M. A. White.
7. Amelia Street, Miss Addie Murray.
8. Garey street, Mrs. E. A. Hanchette.
9. Seventh street, H. D. Burnett.
10. Castelar street, Mrs. C. G. DuBois.
11. Temple street, H. A. Smith.
12. Sand street, Geo. D. Howland.
13. Pearl street, Mrs. A. W. North.
14. Normal Primary, Miss M. M. Knapp.
15. Spring street, A. E. Baker.
16. Eighth street, Miss M. K. Scott.
17. Montgomery street, Miss Lizzie F. Keller.
18. Pine street, A. W. Plummer.
19. San Pedro street, Miss Eliza P. Myrick.
20. Brooklyn street, M. C. Bettinger.

Resolution adopted that all buildings having eight or more schools, have an Assistant Principal.

The following schedule of salaries adopted:

Principals of eight or more schools, $135.00 per school month. Principals of four or more and less than eight schools, $115.00 per school month. Principals of less than four schools $95.00 per school month. Assistant Principals, $10.00 per school month in addition to regular salaries.

Principals of Drawing, $165.00 per school month. Principal of Writing, $125.00 per school month. Principal of High School, $135.00 per school month. Assistants in High School $115.00 per school month. Three other grades of salaries for all other teachers, viz: $80.00, $85.00 and $90.00 per school month, and that all persons teaching for the first year in the city receive $80.00 per school month, unless assigned to some position for which salary is fixed as above.

August 7th.—Ordered that warrants be drawn for W. M. Fletcher for $2347.00 and A. M. Edelman for $469.45, and placed in hands of Building Committee to be delivered when the work on Brooklyn street school is satisfactorily done, or assurance given that any defects will be properly attended to at expense of contractor or architect.

Bills audited.

Resignations of Misses M. S. Clark, C. E. Wilson, Louis Grove and Annabel Tuttle, as teachers, accepted.

Miss M. K. Scott, Principal Eighth street school, granted leave of absence until February, 1889.

Secretary instructed to advertise for bids for coal as per schedule.

Resignation of A. W. Plummer, Principal Pine street school, accepted.

Gen. Brierly reported that in correcting the Census Marshal's report, the additions exceeded the omissions. so that about $2,000.00 will be added to city school funds.

Gen. Brierly's bill for above work allowed, and vote of thanks tendered him by Board.

Ten teachers elected at pleasure of the Board.

Supply Committee was authorized to replace old desks in the department with new ones now on hand.

August 21st.—Bids opened for stationery, coal and library books for ensuing year.

August 23d.—Voted that parties engaged in moving fence at Spring street school suspend work until Board is satisfied of correct boundary.

Bid of Merrill and Cook at $1,303.02 for stationery was accepted.

Bid of Lazarus and Melzer at 30½ per cent. off publishers' prices for furnishing library books accepted.

The Board resolved itself into a committee of investigation to examine and decide upon the quality of the various coals presented.

Mr. Hanly instructed to remove fence and outbuildings on lot on Hellman street, for widening of the street, provided it be done without expense to the Board.

Secretary directed to advertise for bids for construction of two-room school building on P. M. Scott Tract, according to plans and specifications of Costerisan and Forsythe.

Secretary directed to notify Mr. Scott that Board is ready to erect school building on the lot donated by him when he furnishes clear certificate of title.

August 24th.—Voted that the Board purchase 100 tons Aztec Coal at $8.75 per ton.

September 4th.—Bills audited.

Bids for erection of two-room school house on Scott Tract opened, and that of Roth and Fellner for $2,824 accepted.

Resignation of Miss Maggie Desmond, a teacher, accepted.

Leave of absence, on account of ill health, granted to Superintendent Friesner, till January 1st, 1889, without pay.

Resolution unanimously adopted regretting the necessary absence, and expressing the hope of his return to his office with renewed health.

Miss O'Hanlon, Miss F. A. Dunham and Mrs. G. Croft elected teachers.

A. E. Baker appointed Superintendent pro tem. at a salary of $200.00 per month.

Proposition received from J. H. Burkes and others to erect at junction of Lemon street and Santa Fe avenue, a room for a public school. Proposition accepted.

Secretary instructed to advertise for plans and specifications for a four room school building, cost not to exceed $6,000, also for erection of a two-room school building on San Pedro street.

Matter of employing Janitors referred to Janitors' Committee with power to act.

September 5th.—Certificate of title to lots in Scott tract declared unsatisfactory to Board, and Roth and Fellner to erect the two-room school building on San Pedro street, instead of on Scott Tract.

Building Committee instructed to tear down old building on San Pedro street, when contract is let for new building.

September 7th.—Certificate of title to lots in Scott Tract declared satisfactory, and action of meeting of September 5th in regard to it rescinded.

Roth and Fellner, in accordance with their bid, to erect a two-room school building on lots donated by P. M. Scott, on Aurora street.

Ordered that fence be built across rear and front of Brooklyn street school yard, at the expense of the Board, and that the Board bear one-half of the cost of a fence on either side of said yard.

September 11th.—Report of the Teachers' Committee on assignment of teachers, submitted and adopted.

September 15th.—Bids opened for erection of two-room school building on San Pedro street.

Bid of W. J. Downey for $2,584.00 being the lowest, was accepted.

Various plans presented by the architects of this city for a four-room school building, considered and referred to Building Committee.

Miss. M. A. Kerrins elected a teacher in the Department.

Communication from A. H. Judson concerning Highland View property, read and ordered filed. The subject-matter referred to Building Committee.

Leave of absence, for one month, granted to Miss Verhave, a teacher, on account of sickness.

Request for leave of absence by Miss M. L. Hutchinson, not granted.

Mr. A. M. Edelman, architect, directed to repair tank at Brooklyn street school, in accordance with the written agreement.

Application of W. F. Bray for Superintendency of the schools, ordered filed, there being no vacancy.

September 18th.—Chairman of Building Committee authorized to rent building corner Aliso and East First streets, for three months at $25 per month.

Mrs. W. D. Campbell elected a teacher.

The proposition of Mr. A. H. Judson, concerning Highland View school property, received and Committee granted further time to investigate.

September 22d.—Plans and specifications of Preston and Son for two four-room buildings, one on Montgomery street, the other on Diamond street, accepted.

Secretary authorized to advertise for bids for erection of said buildings.

Building Committee instructed to return plans and specifications to J. C. Newsom for further details.

Communication received from Finlayson and Finlayson in regard to proposition of A. H. Judson for Highland View school property.

Mrs. I. B. Huber elected a substitute teacher.

Miss Ida L. Hall elected a regular teacher.

Resignations of Misses Jessie Frater and M. L. Hutchinson, teachers, accepted.

Janitors' Committee reported that Janitors had been appointed to serve at pleasure of Board.

September 24th.—Plans and specifications of J. C. Newsom for two four-room buildings on Tenth street and Macy street lots accepted.

Secretary directed to advertise for bids for erection of buildings according to above plans and specifications.

October 2d.—Bills audited

Bids for construction of four-room school buildings opened. Action postponed.

Communication from A. H. Judson, relative to school property at Highland View, ordered filed.

Matter of renting rooms on Diamond, Georgia, Temple and Hellman streets, referred to Building Committtee and Superintendent Baker with power to act.

General Janitor authorized to complain to Health Officer regarding a grader's camp at Griffin avenue.

Resignations of Miss Barrett and Mrs. W. D. Campbell, teachers, accepted.

Mrs. Dunwell, Mrs. White and Misses Featherston and Kennedy elected teachers.

October 3d.—Bid of Otto Will accepted for crection of two school houses, one on Diamond and one on Macy street, according to plans of Preston and Son.

Plan of Preston and Son accepted for two additional buildings on Montgomery and Tenth street lots.

Secretary to advertise for bids for construction of buildings according to above plans.

A copy of Secretary's letter to Mr. Judson read and ordered filed.

October 4th.—Bid of Mr. Loehr for erection of two school houses, one on Montgomery and one on Tenth street, according to plans and specifications of J. C. Newson, reconsidered and accepted.

October 9th.—Lot on Diamond and Alvarado streets declared unsatisfactory, and action of Board, locating school building thereon, recinded, and contract entered into with Mr. Otto Will to erect instead a building in East Los Angeles on city property fronting North Chestnut street.

Mr. Day authorized to have erected a one-room building on Spring street lot, and one on Eighth street lot.

October 24th.—The two one-room buildings on Spring street and Eighth street lots, reported completed at cost of $425.00 each.

Bills audited.

Miss Abbie Parmiter and Wm. H. McIlmoil elected teachers.

Miss Brauer appointed Assistant Principal at Pine street school, Miss Fitzmier at Brooklyn street school.

Janitor of Spring street school removed, and Mr. MacMillan appointed.

November 7th.—Bills audited.

Church building near Carey's property rented at $5.00 per month for school purposes.

Matter of steps at Macy street school referred to Building Committee with power to act, provided cost does not exceed $165.00.

Miss Margaret Bingham elected a teacher.

Miss B. E. Gordon elected Principal of Pine street school in place of Mrs. Fitzgerald who, at her own request, was transferred to Castelar street, as Assistant Principal.

Miss Gray appointed Assistant Principal at Brooklyn street school; Miss Fitzmier having resigned.

November 20th.—Request of Superintendent of Boys and Girls' Aid Society of San Francisco to address different classes of city schools, referred to Superintendent.

Resignation of Mrs. Dunwell, a teacher, accepted.

Building Committee reported the completion of the two-room buildings on Scott Tract and San Pedro streets. Buildings accepted.

Schools ordered closed for holiday vacation, December 22d, to open January 7th, 1889.

December 4th.—Bills audited.

Secretary instructed to transmit to the City Council, certain bills of street grading adjoining Griffin avenue school grounds, together with legal opinion on same.

Request to use school on Scott Tract for Sunday services, denied.

A fire drill ordered in all buildings of more than one room.

December 18th.—Claim of Otto Will for $2,100.00, fourth payment on Macy and Chestnut street school buildings, allowed.

Resignation of Miss Tully, a teacher, accepted.

Miss Wait, a teacher, granted leave of absence for remainder of year.

Board adjourned *sine die.*

December 18th.—Organization of Board for ensuing year.

Mr. A. E. Pomeroy and Mr. E. P. Johnson, the newly elected members, present.

Mr. E. P. Johnson elected President.

Mr. C. E. Day elected Secretary.

December 20th.—Mr. Day resigned his office, as Secretary of the Board, as he had not time to attend to its duties. Resignation accepted and Mr. A. E. Pomeroy elected Secretary.

Decembea 22d.—The followsng committees were appointed by President Johnson:

Finance—Messrs. Pomeroy and Day.

Supplies and Janitors—Messrs. Crawford and Embody.

Building and Repairs—Messrs. Embody and Pomeroy.

Rules and Regulations—Messrs. Day and Pomeroy.

Teachers, Salaries and Library—Messrs. Day and Crawford.

Warrant ordered drawn for Roth and Fellner, final payment on Scott Tract school $724.00, but ordered withheld until a matter of insurance is settled.

The resignation of Miss Selina Burston, a teacher, was accepted.

The resignation of Mrs. A. S. Averill, as Depnty Superintendent, was accepted.

The position of Assistant to Superintendent of Janitors and Repairs declared vacant and Geo. Mannon elected to the position.

Ventilating flue authorized at Spring street school and the cost of ventilating Hellman street school, to be ascertained.

Alumni of the High School.

Class of 1875.

Yda Addis
Henry O'Melveny
Jessie Peel (Church)
Lillie Milliken (Coulter)
Addie Gates*
Henry Leck
Mary Thomas (Brown)—7

Class of 1876.

Olive Gibson (Marshall)
M. Eva Myres (Waters)
Mary Chauvin*
Helen White (Caystile)—4

Class of 1877.

Ella Adams (Sippy)
Birdie Austin (West)
Fannie Bernstein (Flater)
Emma Whisler (Gillson)
Fannie Benjamin
Nannie White (Northcraft)
Nannie Strauss (Dunsmore)
Edward Rimpau
Frank Rimpau
George Williamson
Nelson Williams
Kate Caystile (Porter)—12

Class of 1878.

Bettie Anderson (Lowman)
Andrew Glassell
Fannie Kalisher(Livingstone)
Lulu Ferguson (Hayes)
Abram Edelman
Albertina Haley (Pironi)
Ada Conner (Patten)
Glassell Patton
Claudina Rimpau*
Hugh Glassell—10

Class of 1879.

Kate Brousseau
Arthur Bent
Jessie Overman (Collins)
Ella Gird
Jennie Greenbaum
Nettie Morey (Deming)
Mary Foy
Scott Chapman
George Howland
Carrie Smith
Charles Bell—11

*Deceased.

CLASS OF 1880.

Ada Biles (Marshall)
Albert Clapp
Sara C. Reese
Lulu Entwistle (Hinton)
Maurice Hellman
Mamie Woodworth (Woods)
Edit Hadley
Rebecca Laventhal
Nellie Curtis (Rorick)
William Grosser
Lizzie S. Thayer
Jessie Gibson (Dunham)
Edward Meserve
Henrietta Rosson (Wood)
Robert Strauss—15

CLASS of 1881.

Linda Austin (Heald)
William Batchelor
Josephine Dryden
Birdie Cannon (Eversole)
Herman Heinsch
Bertha Hellman (Meyburg)
Lillie Chick (Patton)
Richard Stephens
Alice Weil
Adele Condit (Bloeser)
Adele Behn
Casper Cohn
Mary A. Gilday
Belle Childs (Knox)
Theodore Savage
Evelyn Lothian
Mattie Coffman
Harry Tibbetts
Lizzie Weston—19.

CLASS OF 1882.

Emma Ball
John M. Averill*
Benjamin C. Bryant
Bentinck Boyd
Ella Newmark (Seligman)
Ada F. Barrows
Fred Fisher
Allie Richardson
Clara Stoltenberg
Emma Fleishman
Jeannette Lazard (Lewin)
Mabel L. Hall (Forsyth)
Hannah P. Ball (Harris)
Laura Meyer
Effie M. Baxter (Belvin)
Robert R. Dominguez
Adele O'Melveny
Margaret J. Davis (Ralphs)
Leland N. Kercheval
Lizzie Pickering (Davids)
Laura E. Thomas (Carter)
Agnes J. Wilson
Lowman Nevin—23.

CLASS OF 1883.

Anna Alward (Eames)
Margaret Philipson
Emma Grebe
Belle Borton
Edward J. Harper
Anna Morrison
Josephine Dol
William A. Ryan
Lucinda Foy
Della Baker
Edmonia Price
Mary Greene
Minnie S. Baker
Louis Mendelson
Loretta Newell (McPeck)
Adolph Strauss—16.

*Deceased.

Class of 1884.

Minnie L. Ames
John B. Frick
Gertrude Taft
Margaret L. Craig
Herman Kerckhoff
Albert G. Lang
Nellie Watson
Pearl Kent (McClain)
Edward D. Milner
Charles P. Bragg
Amanda Mathews
Guy O. Rose
Florence Potts
Eva Byram
Rudolph C. Heinsch
Helen M. Thornton (Beebe)
Annie S. Field
Alice C. Fitch
Harry H. Mayberry
Jessie Yarnell
Ella Lechler (Leslie)
George J. Philbin
Ben. P. Coulter
Christiane J. Mueller

David Edelman—25.

Class of 1885.

Ada M. Baxter
Clinton A. Bradley
Minnie S. Moody
Hattie N. Beckett
Jesse D. Burks
Lillie A. Newell (Kimball)
Minnie A. Hamilton (Harper)
Anna L. Hazeltine (Clark)
Charles Lantz
Marian Otis
May McLellan
Thomas E. Rowan
T. Berry Boal
Allice C. Miller
Ina M. Baxter
Edward R. Bradley
Caroline A. Mueller
Lulu L. Frick
Arthur C. Harper
Leslie R. Hewitt
Mary Ogden
Camilla Hellman
Edward Railton
Ellen Reavis
Ella Stoltenberg
Nannie L. Tibbetts (Cooper)

—26

Class of 1886.

Jennie Frankenfield
Frank A. Garbutt
Daisy D. Vogel
Meta Potts
Carl Kurtz
Homer P. Earl
Edith C. Speedy
Maggie E. Thomson
Dollie Hodgman
Will N. Hisey.
Will D. Byram.
Lulu Snook
Herman Lichtenber
Charles Forman

Percy Schumacher—15

Class of 1887.

Katie Bottomes
Marco Hellman
Florence Riley
Victorine Dol
Moses G. Norton
Maggie Shields
Amelia Gassen
William H. Waste
Samuel C. Curson
Hattie Perkins (Marchant)
Mary Desmond
Marco I. W. Hellman
Antonie Schwannecke
Birdie Dunkelberger
Carl G. Packard
John A. Brewer
Mary Hays
Henry P. Wilson
Thomas J. Foster—19.

Class of 1888.

Abbie V. Denny (Taggart)
Mary H. Gilmore
Addie F. Gish
Emma M. Haines
Estella Haines
Miranda Jacobus
Hattie M. La Dow
John N. Halter
Walter R. Hanna
Leonhard G. Hilpert
Barton H. Marquis
Edward L. Mayberry
Daniel C. Mulock
Edward S. Pauly
Winfred J. Sanborn
Walter S. Sanders
Leonard F. Shepard
William W. Weller—18

Total 220.

RULES AND REGULATIONS

OF THE

BOARD OF EDUCATION

OF THE

CITY OF LOS ANGELES.

DUTIES OF THE SUPERINTENDENT.

1. The Superintendent shall be the executive officer of the Board of Education, and shall have a general supervision of all the public schools of the city. It shall be his duty:

2. To comply with all the provisions of Section 75 of the City Charter.

3. To make and enforce such regulations as he may deem conducive to the best interests of the schools, subject to the approval of, and not in conflict with the general rules of the Board.

4. To visit each of the schools of the City as often as his other duties will permit, and give attention to organization, discipline and instruction. To direct the teachers from time to time to make such changes, not contrary to adopted rules, as shall seem best calculated to give greater efficiency to the schools.

5. To call such teachers' meetings, general or special, as he may deem necessary for the purpose of giving instruction or direction to the teachers in the discharge of their

duties, for the discussion of methods of teaching and systems of school government, and to secure uniformity in grade work and in discipline of the schools.

6. To see that the school registers are properly kept, and reports made by the teachers and principals with care, neatness and uniformity.

7. To keep himself informed in regard to the school systems of other cities, their plans of organization, modes of government, methods of instruction, and such other matters as may assist the Board to legislate wisely for the highest interests of the schools, and for this purpose to exchange reports between this and other School Boards.

8. To fill all vacancies occasioned by the temporary absence of regular teachers from the list of regularly elected substitutes; and to make such other temporary arrangements relative to the schools as he may deem proper, and report the same to the Board at its next meeting.

9. To prepare the questions and prescribe the rules for the semi-annual examinations, and to direct such special examinations as he may deem proper.

10. To devise a system of blanks for reports and instruct the teachers in the proper mode of using them. These blanks shall be adapted and used to keep parents informed of the attendance, scholarship and deportment of their children, and to secure the co-operation of parents with teachers.

11. To suspend from school any pupil whose conduct or character is such as to injure the reputation of the school, or whose parents wilfully neglect or refuse to co-operate with the Superintendent or teacher in carrying out the regulations of the school, or encourage their children to violate the regulations of the school, and report his action to the Board at their next meeting.

12. To keep regular office hours every week day, and give due notice thereof to teachers and the public; and to perform such other duties as may be required of him by the Board of Education.

DEPUTY SUPERINTENDENT.

13. The Deputy shall act under the general direction of the Superintendent, and in the absence of the latter, shall keep the office hours, and perform the usual official duties of the Superintendent.

He shall devote his time exclusively to the duties of his office; and it shall be his special duty to visit schools, and to ascertain, by frequent oral examination, the condition of the schools.

It shall be his duty to observe carefully the methods of teaching and discipline pursued by teachers. He shall give advice and assistance to teachers, and shall, in their presence, exemplify before their schools the best methods of teaching.

He shall, as often as required, present to the Superintendent a written report of the efficiency of the teachers and the condition of the schools that have been visited by him, and all such reports shall be preserved in the office of the Superintendent for the use of the Board.

PRINCIPALS.

Rules of the State Board of Education.

14. Principals shall be held responsible for the general management and discipline of their schools, and the studies pursued; and the assistant teachers shall follow their directions, and co-operate with them, not only during school hours, but during the time when the pupils are on the school premises before and after school, and during recesses.

Assistants shall be held responsible for the studies, order and discipline of their own rooms, under the general direction of the Principals.

15. Teachers shall prescribe such rules for the use of yards, basements and outbuildings connected with the school houses, as shall insure their being kept in a neat and proper condition, and shall examine them as often as necessary for such purpose. They shall be held responsible for any want of neatness or cleanliness about their school premises.

16. The following supplies shall be provided, under the provision of section one thousand six hundred and fifty-one of the Political Code, on the written requisitions of the teachers, viz: clocks, brooms, dusting brushes, wash basins, water buckets, tin cups, dust pans, matches, ink, ink bottles, pens, pen holders, crayon chalk, writing and drawing paper, hand bells, coal buckets or wood boxes, shovels, pokers, soap, towels, thermometers, door mats and scrapers.

Rules of the City Board of Education.

17. It shall be the duty of Principals to enforce the Rules and Regulations of the Board of Education in the schools of their respective buildings, to carry out the directions and suggestions of the Superintendent, and in every way to aid him in the conduct of the schools.

18. To superintend the janitors in the discharge of their duties, require them to do their duty promptly and well, and report cases of failure, neglect or incompetency to the Superintendent.

19. To keep a record of the absence or tardiness of assistant teachers, and make it a part of their monthly report to the Superintendent. They shall also report the failure of any teacher under their supervision to carry out the rules and regulations established for the guidance of teachers.

20. To spend, in buildings of eight or more rooms, half the time, during which their assistants have charge of their rooms, as an office hour. The remainder of their time they shall visit the schools of their buildings to advise, assist and encourage the teachers in their work. They shall en-

deavor to correct objectionable methods of discipline or instruction, and shall deem it their duty to report such as may be persisted in by any teacher.

21. To examine and classify, under the direction of the Superintendent, all pupils admitted without certificates of promotion. They shall in no case admit pupils from other districts of the city without a written permit from the Superintendent, and must not admit non-resident pupils without payment of one month's tuition in advance, which shall be paid to the Superintendent, who shall pay same to City Treasurer, and file receipt therefor with the Clerk.

22. To allow no advertisement to be read to, or distributed among the pupils of any school upon the school premises. [The term premises wherever used in these rules to include land to the center of any and all streets bounding school property.] To allow no advertisement to be posted upon the fences or walls of any school buildings under their supervision; nor permit any agent or other person to enter any school or school premises, for the purpose of exhibiting, either to pupils or teachers, any article whatever, or to announce any public entertainment.

23. To be present at 8:30 A. M., to remain upon the school premises during the day. Pupils may enter the grounds at this hour, and shall not loiter about and annoy neighbors, or people passing, by accosting them, nor indulge in noisy play.

24. To temporarily suspend pupils from school for persistent disobedience, vulgarity or truancy, or for such other offences as in their judgments, can best be met and corrected in this way. They shall at once notify in writing, giving reasons—the parents or guardians, and the Superintendent. The Superintendent shall give the matter his attention, and if the suspension be confirmed, fix the time it is to hold, and report to the Board.

25. To send requisitions for supplies to the office of the Superintendent, at the close of each school month, and see that the teachers are provided with the necessary articles. They shall make, upon blanks furnished them for the purpose, monthly reports of their schools to the Superintendent, who shall keep such reports on file in his office. They shall also make an Annual Report, and furnish such other information to the Superintendent as he may, from time to time, require, or as they may think proper to communicate.

26. To see that all clocks belonging to the building, are properly regulated by the city time, and have teachers conform to this standard in making their record of attendance, both for themselves and for their pupils.

27. To deliver, at the close of the school year, the registers, class books and keys of their respective buildings, at the office of the Superintendent, together with a list of school property in their possession, accounting for such as may have been removed or injured.

ASSISTANT TEACHERS.

Rules of the State Board of Education.

28. Teachers are required to be present at their respective school-rooms, and to open them for the admission of pupils, at *fifteen minutes before* the time prescribed for commencing schools, and to observe punctually the hours for opening and closing school.

29. Teachers are particularly enjoined to devote their time faithfully to a vigilant and watchful care over the conduct and habits of the pupils *during the time for relaxation and play*, before and after school, and *during the recesses*, both in the school buildings and on the playgrounds.

30. It is expected that the teachers will exercise a general inspection over the conduct of scholars going to and returning

from school. They shall exert their influence to prevent all quarreling and disagreement, all rude and noisy behavior in the streets, all vulgar and profane language, all improper games, and all disrespect to citizens and strangers.

31. Teachers shall give vigilant attention to the *ventilation* and *temperature* of their school-rooms. At each recess the windows and doors shall be opened for the purpose of changing the atmosphere of the room. Teachers are required to exercise reasonable supervision over the text-books of the pupils, to inspect the same from time to time, and to prevent their defacement or wanton destruction.

32. Teachers shall enter in the school register, in the order of their application, the names of all those applying for admission to the school after the prescribed number of pupils has been received Such applicants shall be admitted to seats whenever a vacancy occurs in any class for which they have been found duly qualified, in the order of their registration.

33. Teachers are authorized to *require excuses* from parents or guardians of pupils, either in person or by written note, in all cases of *absence* or *tardiness*, or of dismissal before the close of school.

34. The books used and the studies pursued shall be *such and such only* as may be authorized by the local Board of Education; and no teacher shall advise or require any of the pupils to purchase for use in the schools any book not contained in the list of books directed and authorized to be used in the schools.

35. It shall be the duty of the teachers of the schools to read to the pupils, from time to time, so much of the school regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

36. In all primary schools, exercises in free calisthenics and vocal and *breathing exercises* shall be given at least twice a day, from three to five minutes for each exercise.

37. Teachers shall endeavor to make themselves acquainted with parents and guardians, in order to secure their aid and co-operation, and to better understand the temperaments, characteristics and wants of children.

38. Teachers shall daily examine the lessons of their various classes, and make such special preparation upon them, if necessary, as not to be constantly confined to the text-book; and instruct all their pupils without partiality, in those branches ot school studies which their various classes may be pursuing. In all their intercourse with their scholars they are required to strive to impress on their minds, both by precepts and example, the great importance of continued efforts for improvement in morals and manners, and deportment, as well as in useful learning.

39. Teachers should explain each new lesson assigned, if necessary, by familiar remarks and illustrations; that every pupil may know, before he is sent to his seat, what he is expected to do at the next recitation, and how it is to be done.

40. Teachers should only use the text-book for occasional reference, and should not permit it to be taken to the recitation, to be referred to by the pupils, except in cases of such exercises as absolutely require it. They should assign many questions of their own preparing, involving an application of what the pupils have learned, to the business of life.

41. Teachers should endeavor to arouse and fix the attention of the whole class, and to occupy and to bring into action as many of the faculties of their pupils as possible. They should never proceed with the recitation without the attention of the whole class, nor go round the class with recitation always in the same order, or in regular rotation.

42. Teachers should at all times exhibit proper animation themselves, manifesting a lively interest in the subject taught; avoid all heavy plodding movements, all formal routine in teaching, lest the pupil be dull and drowsy, and imbibe the notion that he studies only to recite.

Rules of the City Board of Education.

43. It shall be the duty of teachers to look after the conduct of their pupils while in the school room; to care for the furniture, apparatus, etc., in their respective rooms, and to co-operate with the Principal in the preservation of the buildings, fences, and all other school property.

44. To refer new pupils to the Principal for examination and classification, and when so classified, to record their names in the general register, with all the data called for in that register.

45. To promptly notify parents or guardians of the absence or tardiness of pupils, and give a special notice either in person or by note, of such as are habitually troublesome, or are specially poor in their studies. They are expected to exercise all due patience and make every reasonable effort in individual cases, before asking to have a pupil suspended for misconduct or placed in a lower grade for failure in studies.

46. To send, from the second to twelfth grades, both inclusive, to parents or guardians, on cards furnished for the purpose, a report of the attendance, deportment and scholarship of each pupil for each period; and to copy these records in the class book.

47. To avoid, as far as possible, the practice of detaining pupils; to avoid scolding and all harsh and passionate expressions to or in the presence of their pupils; they are reminded that the best disciplinarians are those who govern themselves, and secure good order by gentle influences. To avoid corporal punishment when obedience can be maintained by milder measures. In administering corporal punishment, they must avoid striking the head or hands, using a switch or light strap in such a manner as not to inflict bruises or lasting marks, and must have at least one witness to such punishment. They may refer all incorrigible cases to the Principal.

48. To attend all general and special meetings called by the Superintendent, no excuse for non-attendance being considered sufficient that would not justify their absence from school at any other time. To make monthly reports to the Principal upon the blanks provided for that purpose.

49. To dismiss their schools promptly at all times when the signal is given by the Principal, and to see that all their pupils leave the school premises in the evening before they themselves depart.

50. Assistant Principals shall teach such classes and do such other work as shall be agreed upon by the Superintendent and their Principals.

SUBSTITUTE TEACHERS.

51. In case of necessary absence of regular teachers, they shall promptly notify the Superintendent, who shall supply a substitute. The list of substitute teachers shall be designated by the Board of Education, and in no case must other persons be placed in charge of schools.

52. Substitutes shall receive the full regular pay of the teachers whose places they fill, and shall be paid by the same at the end of the school month, in which the service was rendered.

SPECIAL TEACHERS.

53. Special teachers shall, at the request of the Superintendent, meet the teachers for the purpose of giving them instruction in the branches of which such special teachers have charge.

54. They shall visit regularly and impartially the several departments in which they are employed to teach, and make written reports of the progress of their work to the Superintendent, as often as he may request.

55. The regular teacher of any room shall not be absent from the room during the exercises of special teachers,

but shall co-operate in the preservation of order and discipline, and shall enforce the observance of instructions given by the special teachers.

56. It shall be the duty of the regular teachers to make themselves proficient, practically, as well as theoretically, in such special branches as are taught in the schools.

PUPILS.

Rules of the State Board of Education.

57. No pupil shall be detained in school during the intermission at noon, and a pupil detained at any recess shall be permitted to go out immediately thereafter. All pupils, except those detained for punishment, shall be required to pass out of the school room at recess, unless it would occasion an exposure of health.

58. No person shall be allowed to retain connection with any public school, unless furnished with books, slates and other utensils required to be used in the class to which he belongs; provided, that no pupil shall be excluded for such cause, unless the parent or guardian shall have been furnished by the teacher with a list of books or articles needed, and one week shall have elapsed after such notice without the pupil obtaining said books. Books may be furnished to indigent children by the trustees, at the expense of the district, whenever the teacher shall have certified in writing that the pupil applying is unable to furnish such books.

59. Any pupil who shall in any way cut or otherwise injure any fences, trees, or outbuildings belonging to any of the school estates, or shall write any profane or obscene language, or make any obscene pictures or characters on the school premises, shall be liable to suspension, expulsion or other punishment, according to the nature of the offense. The teacher may suspend a pupil temporarily for such offense, and shall notifiy the Superintendent of said action.

Pupils shall not be allowed to remain in any of the rooms that are provided with improved styles of furniture, except in the presence of a teacher, or a monitor who is made especially responsible for the care of the seats and desks. All damage done to school property by any of the pupils shall be repaired at the expense of the party committing the trespass.

60. All pupils who go to the school without proper attention having been given to personal cleanliness, or neatness of dress, shall be sent home to be properly prepared for school, or shall be required to prepare themselves for the school room before entering. Every school room shall be provided with a wash basin, soap and towels.

61. No pupil affected with any contagious disease shall be allowed to remain in any of the public schools.

62. Every pupil is expected to attend school punctually and regularly; to conform to the regulations of the school, and to obey promptly all the directions of the teacher; to observe good order and propriety of deportment; to be diligent in study, respectful to teachers and kind and obliging to schoolmates; to refrain entirely from the use of profane and vulgar language, and to be clean and neat in person and clothing.

63. Pupils are required in all cases of absence to bring, on their return to school, an excuse in writing from their parents or guardians, assigning good and sufficient reasons for such absence.

64. All pupils who have fallen behind their grade, by absence or irregularity of attendance, by indolence or inattention, shall be placed in the grade below, at the discretion of the teacher.

65. No pupil shall be permitted to leave school at recess, or at any other time before the regular hour for closing school, except in case of sickness, or on written request of parent or guardian.

66. Any scholar who shall be absent one week without giving notice to the teacher, shall lose all claim to his particular desk for the remainder of the term, and shall not be considered a member of the school.

67. Each scholar shall have a particular desk, and shall keep it and the floor beneath in a neat and orderly condition.

Rules of the City Board of Education.

68. All children over six years of age, of actual residents of Los Angeles city, shall be admitted free to all of the public schools. The children of non-residents shall not be received, except upon the payment of a tuition fee, as fixed by the Board of Education.

69. Non-resident pupils may be admitted on the following terms: In the High school, $3.00 per month; in Grammar schools, $2.00 per month; in the Primary schools, $1.50 per month; tuition to be paid in advance to the Principal. But in no case must non-resident pupils be received to the exclusion of those whose homes are in the city.

70. All pupils must attend school in the district in which they live, unless they have a written permit from the Superintendent to attend another school. This permission shall be given only for the purpose of relieving crowded schools, or for other good reasons satisfactory to the Superintendent.

71. Teachers are authorized to send pupils home for excuses for tardiness or absence, except when the weather is such that it would occasion exposure to health.

72. Every pupil in whose family any contagious disease is known to prevail, shall, on returning to school, present a certificate from the Health Officer, or a regular practicing physician, stating that the proper percautions have been taken, and that no risk will be incurred in receiving the bearer in school.

73. Every pupil who shall be absent three *half* days without excuse from parent or guardian, given either in person or by written note, satisfying the teacher that the absences were caused by his own sickness, by sickness in the family, or some *urgent cause*, rendering attendance impossible, or to avoid exposure of health, shall be suspended from school, until satisfactory assurance is given to the Principal, by the parent or guardian, that the pupil will be more punctual in the future. In the application of this rule, two unexcused tardinesses or leaving school without permission, shall be counted as one-half day's absence. A pupil who shall be suspended the second time, can only be restored by personal application to the Board at a regular meeting.

74. No pupil, after having entered one school, shall be admitted into another school the same scholastic year, without a certificate of honorable discharge from the former school, or a transfer from the Superintendent.

75. Wilful disobedience, habitual truancy, vulgarity, profanity, stealing, or carrying deadly or dangerous weapons, shall constitute good cause for suspension or expulsion from school.

76. Pupils shall be liable to suspension if their parents create a disturbance in school, or censure, abuse, or insult any teacher before his classes, or on the school premises.

77. Any pupil who uses tobacco in any form on the school premises, shall be liable to expulsion.

78. During rain-storms or otherwise exceptionally bad weather, pupils shall be allowed to enter their rooms as soon as they come in the morning, and to remain during intermissions. At such times, teachers must see that their pupils do not engage in boisterous play, but may allow them to play parlor games, singing, calisthenics, etc.

79. Pupils who are not in their seats at the time for opening school, shall be marked tardy.

80. Pupils absenting themselves from school during examinations, shall in no case be promoted unless they can give satisfactory evidence that the absence was unavoidable, when they may receive a special examination from the Principal or teacher. Pupils giving or receiving aid during examinations shall be marked zero.

81. Pupils shall not be absent a part of the day for the purpose of receiving instruction elsewhere, except by special permission of the Superintendent, recommended by the teacher and Principal, and only very urgent reasons will be deemed satisfactory.

DUTIES OF JANITORS.

82. It shall be the duty of the Superintendent of Janitors and Repairs to attend all regular meetings of the Board; and special meetings when so notified.

83. To exercise special supervision over all Janitors of buildings.

84. To report at regular meetings of the Board, all needed repairs of school property.

85. To deliver the monthly supplies to all school buildings.

86. To keep in good repair all school buildings, water closets, coal houses, sheds, fences, walks, trees and grounds.

87. To make, at the close of each school year, an inventory of all school property under his charge, accounting for any then missing which was invoiced the previous year.

88. Janitors of buildings shall report for duty to Principals at the hour for the opening and closing of schools, except in small schools where special arrangements may be made. In such large schools as may be ordered by the Board, they shall devote their whole time to the duties of their position. They shall keep school-buildings, furniture,

yards and outbuildings neat and clean. Disinfect all water-closets once per week, build fires, open and close school buildings and gates, and see that windows, shutters, doors and gates are securely closed when the schools are not in session.

89. They shall sweep school-rooms every day after school, and dust them every morning before school, and wash windows, floors, and other wood-work as often as directed by the Principal. They shall guard all property on the prèmises. promptly make such repairs as they are able to make, and report to the Superintendent of Janitors and Repairs all other repairs needed.

90. They shall be subject to the orders of the Superintendent of Janitors, Principal and Superintendent; they shall not assume or exercise any authority over pupils except by special order, but shall report to the Principal any violation of the school regulations on the part of the scholars that come under their notice.

EXAMINATION INSTRUCTIONS.

91. In the first, second and third grades, records of scholarship shall be made on the judgment of the teacher and Principal. No set examinations.

92. Scholarship records for the second and third grades shall be copied in the class books each Period. For the first grade only the records of pupils to be promoted need be copied at the end of each Semester.

93. In all other grades examinations shall be conducted at the end of each Period. At the close of the first and fourth Periods, teachers shall examine their own schools; at the close of the second, third, fifth and sixth Periods the questions shall be made by the Superintendent. These examinations shall be under the direction of the Superintendent, and may be both oral and written.

94. Promotions shall take place at the end of each Semester, and be determined by an average of the three Period examinations.

95. Pupils must obtain a general average of 75 per cent. and not fall below an average of 65 per cent. in any one study, in order to be entitled to promotion.

96. Minimum time for any subject, 1½ hour. Maximum time for any subject 2½ hours.

97. Begin with holes in paper at the left hand. Write on both sides of MS. if necessary, turning it like the leaf of a book.

98. On the first line write in the following order: Subject. Name. Date. Nothing else. Leave second line entirely vacant.

99. Number the first answer with the Roman numeral I on the middle of the third line. Begin the answer on the fourth line. The verticle blue line is for paragraphing.

100. Number all answers with Roman numerals on the middle of the line, which must contain nothing else. Let the answer indicate the question.

101. Mark the value of each answer opposite it on the right hand margin on both sides of the MS., and the value of the whole paper on the margin of first page at the upper right hand corner; but do not allow your marks to be more untidy than the work of the pupils.

102. Give ten questions on each subject.

103. Deduct from Arithmetic, Language, Geography and History MSS., one per cent. for each error in Spelling, Language, Punctuation and Capitals. Count the same mistake but once on the same MS.

104. Mark the spelling of each MS. just under the value of the MS. with a line between, thus $\frac{95}{80}$.

105. Make an average of the three per cents. in spelling for the final mark on that subject.

106. Put rivets in MSS. from the top and bind until they are full; but do not bind different classes together. Put title page and list of questions with each subject.

107. Principals will collect all MSS. and drawing papers and send them to the Superintendent's office.

108. Never write examination questions on blackboard in presence of pupils. Either dictate the questions or have some pupil write them.

109. Where there are two or more classes in a room, have them seated alternately during written examinations.

110. To determine the value of an answer in Arithmetic, allow one-half for correct principle, and the same for correct work. In spelling allow one-half for correct spelling of the word and the same for diacritical marks when required.

DRAWING.

111. Minimum time, ½ hour. Maximum time, 1 hour.

112. Give each pupil but one piece of drawing paper, and one of practice paper, to be used as a trial paper.

113. Collect drawing and practice books. Take a drawing card or book, open to the page that contains the exercise to be drawn, hold it up before the class for a moment, then let the pupils draw from memory.

114. Write definitions on a separate paper and fasten both together, with name of pupil on each. Bind papers of the class together, placing on the outside the grade, name of school, and teacher.

115. Mark each definition 10 per cent. Give 10 per cent. for work done in book through the month. Let remaining credits be for the examination.

MISCELLANEOUS.

116. No school building shall be used for other than school purposes.

117. For the purpose of promotions the school year shall be divided into two equal parts called Semesters. For the purpose of written examinations it shall be divided into six equal parts called Periods. The dates for beginning or closing any school year or vacation shall be fixed by special order ot the Board of Education.

118. The regular holidays shall be the 9th of September, the 22nd of February, the 30th of May, every day on which an election is held throughout the State, and all Thanksgiving days authorized by the State or general government. When the 9th of Septemder, the 22nd of February or the 30th of May fall upon Sunday, the Monday following shall be a holiday. By common consent of the department, the Friday after any Thursday on which a holiday occurs may be given in lieu of the 9th of September or a general election day.

119: The hours of tuition and study throughout the year shall be from 9 o'clock A. M. to 12 o'clock M., with fifteen minutes' recess, from 10:30 to 10:45; and from 1:15 to 4 o'clock P. M., with fifteen minutes' recess, from 2:30 to 2:45. The first, second and third grades shall be dismissed at 2:30, and all other grades at 4 P. M. Halfday schools shall begin at 8:30 A. M. and 1 P. M., and close at 12:30 and 5:00 P. M.

120. There shall be a monthly fire drill in every building of more than one room, to be conducted by the Principal or Superintendent.

121. The Superintendent, Deputy Superintendent and General Janitor shall be elected at the first regular meeting in June. The election of teachers shall take place at the first regular meeting in July.

122. Vacancies and new positions may be filled at any meeting of the Board, or, in case of emergency, by the Committee on Teachers.

123. Applicants for positions as teachers must *apply in person* and present a written application to the Clerk, which must be accompanied by evidence of the possession of a legal certificate.

124. No person shall be eligible to election to a position as teacher who cannot present satisfactory evidence of at least one year's actual successful experience in teaching.

125. All complaints against teachers, or other employees of the School Department, must be made in writing and verified, and shall be addressed to the Clerk of the Board of Education.

126. No person other than the Superintendent and his Deputy shall occupy the time of any school, while visiting it, unless invited to do so by the teacher.

127. All rules, regulations, resolutions and orders passed by the Board of Education that are in conflict with these Rules and Regulations, are hereby rescinded.

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ANNUAL REPORT

OF THE

BOARD OF EDUCATION

AND

CITY SUPERINTENDENT OF SCHOOLS,

WITH THE

RULES AND REGULATIONS AND COURSE OF STUDY OF THE PUBLIC SCHOOLS OF THE CITY OF LOS ANGELES.

1888-1889.

LOS ANGELES:
EVENING EXPRESS COMPANY, PRINTERS.
1889.

Board of Education

FOR 1888-'90.

WARDS.	MEMBERS.	ADDRESS.
1.	E. J. COX	129½ West First Street.
2.	J. M. FREW	119 West First Street...
3.	A. E. POMEROY	16 Court Street.....
4.	F. C. WOODBURY	159 South Spring Street
5.	C. J. ELLIS	22 Temple Block.....
6.	W. P. MCINTOSH	42 South Main Street...
7.	J. J. GOSPER	33 South Spring Street
8.	M. WHALING	83½ Temple Block .....
9.	E. E. POWERS	39 North Spring Street

A. E. POMEROY.....President
E. J. COX.....Clerk

STANDING COMMITTEES.

Finance—MESSRS. COX, POWERS AND MCINTOSH.

Buildings—MESSRS. MCINTOSH, FREW AND GOSPER.

Furniture and Supplies—MESSRS. POWERS, WOODBURY AND WHALING.

Teachers and Salaries—MESSRS. ELLIS, COX AND GOSPER.

Janitors, Library and Printing—MESSRS. FREW, MCINTOSH AND WHALING.

Rules, Regulations, and Classification—MESSRS. WOODBURY, ELLIS AND POWERS.

Visiting—MESSRS. GOSPER, ELLIS AND WOODBURY.

Regular Meetings of the Board on First and Third Mondays of the month.

Teachers' Committee will meet at 10 A. M. in Superintendent's office on Saturdays preceding the regular meetings of the Board.

The City Superintendents of Schools have been:

DR. W. T. LUCKY	1873 to 1876
C. H. KIMBALL	1876 to 1880
MRS. C. B. JONES	1880 to 1881
J. M. GUINN	1881 to 1883
L. D. SMITH	1883 to 1885
W. M. FRIESNER	1885 to .....

Directory for 1889-'90.

W. M. FRIESNER, A. M., Superintendent.

Salary, $2,700 per year.

A. E. BAKER, A. M., Deputy Superintendent.

Salary, $1,800 per year.

OFFICE: City Hall, Fort Street.

OFFICE HOURS: 8:30 A. M. to 4:30 P. M.



SCHOOL DIRECTORY

District No. 1.			
HUMBOLDT ST. SCHOOL. Corner Cypress Street.		ADDRESS.	Years of Experience.
1.	Miss Imelda E. Brooks...	7 E. Colorado St., Pasadena...	9
District No. 2.			
HELLMAN ST. SCHOOL. Near Downey Avenue.			
2.	Miss Mary A. Henderson	811 Downey avenue.....	7
3.	Miss Mary E. McGraw...	Garvanza..	8
4.	Miss Nora L. Deamond...	849 S. Hill street..... . .	3
5.	Miss Emma Griffiths.....	502 S. Fort street.....	13
6.	Miss Virginia Griffin.....	307 Downey avenue.....	3
7.	Miss Louisa J. Kendall...	201 N. Fort street.....	14
8.	Mrs. Minnie J. Greenman	134 Hamilton street.....	11
9.	Mrs. Gertrude D. Croft...	30 N. Sichel street.....	7
10.	Miss Frances V. Harrow	168 N. Daly street	3
11.	Miss Ella M. Dixon.....	231 Hawkins street.	5
12.	Miss Maggie A Huston...	57 N. Daly street.....	17
13.	Miss Janet M. Henderson (Principal.)	811 Downey avenue.	15
District No. 3.			
CHESTNUT ST. SCHOOL. Near Pasadena Avenue			
14.	Miss Marion A. Rouse....	325 West Second street.....	5
15.	Miss Ella L. Stoltenberg	601 Hawkins street.....	1
16.	Miss Mary McDonald..... (Principal.)	11 S. Hellman street	7
17.	Miss Hattie Taylor.....	111 S. Hill street..... .	2
18.	Miss Florence N. Hamilton	134 Hamilton street....	9

FOR 1889.

Experience in Los Angeles.	Certificate. Date of Expiration.	Room.	Grade and Class.	Desks in Room.	Pupils in Room.
1	Primary June, 1890.	1	B1, A1, B2.	49	
4	Grammar January,1890	1	C1, B1. P. M.	49	
4	Grammar June,1892		B1, A1. A. M.		
2	Grammar June, 1890	2	B2, A2.	48	
1	Grammar June, 1891	3	B3, A3.	48	
1	Primary June, 1890	4	B4, A4.	48	
0	Primary June, 1890	5	B5, A5.	48	
0	Grammar January, 1891	Church	B5, A5.	48	
2	Grammar June, 1891	6	B5, B6.	48	
2	Grammar January, 1890	7	B6, A6.	42	
2	Grammar Oct. 1889	8	B7, B8. P. M.	42	
1	Gr. Schl. Cr. June, 1893		A7, A8. A. M.		
5	Grammar January, 1891				
1	Grammar January, 1892	1	B1. A. M.	50	
0	Grammar January, 1892		A1, B2. P. M.		
2	Grammar June, 1890	2	B2, A2.	48	
1	Grammar January, 1891	3	B3. A3.	52	
0	Grammar January, 1891	4	B4, A4, B5.	45	

	District No. 4.		
	GRIFFIN AVE. SCHOOL. Near Darwin Avenue.	ADDRESS.	Years of Experience.
19.	Miss Helen E. Hunt..... (Principal.)	1109 Downey avenue.....	8
20.	Miss Mary E. Quayle.....	Station A.....	5
21.	Miss Ada F. Hutchings...	620 S. Spring street	15
22.	Miss Bertha S. Wilkins...	169 S. Spring street	5
23.	Miss Mary A. Baright.....	201 N. Fort street.....	6
	District No. 5.		
	MACY STREET SCHOOL. Corner Brooklyn Avenue.		
24.	Miss Jeanne Ross..... (Principal.)	Court street, near Patton.....	22
25.	Miss Margaret E. Glick..	23 North Hill street.....	9
26.	Miss Ida L. Hall.....	325 W. Second street.....	6
27.	Mrs. Maggie J. Henry...	66 Aliso street.....	16
	District No. 6.		
	BREED STREET SCHOOL. Corner New York Avenue.		
28.	Miss Grace Murdoch.....	P. O. Box 1058	10
29.	Miss Mary Deacon.....	834 First street, Pasadena.....	6
30.	Miss Mary L. Pinkham...	306 W. Seventh street.....	2
31.	Miss Mary E. Stewart....	P. O. Box 814.....	5
32.	Miss Lizzie A. McKenzie	214 Philadelphia street.....	9
33.	Miss Vesta A. Olmstead.. (Principal.)	633 S. Pearl street.....	4
34.	Mrs. Kate L. Madden....	632 Virginia avenue.....	4
35.	Miss Anna C. Murphy....	325 W. Second street.....	9

Experience in Los Angeles.	Certificate. Date of Expiration.	Room.	Grade and Class.	Desks in Room.	Pupils in Room.
2	Grammar January, 1891	1	B1.	48	
1	Primary June, 1890	2	A1. P. M.	50	
2	Grammar January, 1891		B2, A2. A. M.		
1	Primary June, 1890	3	B3, A3.	48	
0	Primary June, 1890	4	B4, A4.	49	
7	Grammar July, 1890.	1	B1.	50	
1	Primary January, 1891	2	A1, B2, A2.	49	
1	Grammar January, 1891	3	A3, B4.	49	
0	Primary June, 1890	4	B3, A4, B5, A5.	48	
5	Grammar June, 1891	1	B1. A. M.	48	
0	Primary June, 1891		A1, B2. P. M.		
0	Grammar June, 1890	2	B2, A2. P. M.	54	
2	Grammar July, 1892		B3, A3. A. M.		
1	Grammar January, 1892	3	B4, A4. P. M.	48	
2	Grammar July, 1892		B5, A5. A. M.		
0	Grammar June, 1892	4	B6, A6, B7. A. M.	42	
2	Grammar January, 1891		A7, B8, A8. P. M.		

District No. 7.

RAILROAD ST. SCHOOL.

Near Main Street.

		ADDRESS.	Years of Experience.
36.	Miss Jennie C. Gould.....	620 S. Spring street.....	15
37.	Mrs. Martha A. White... (Principal.)	709 Buena Vista street.....	14
38.	Miss Nora Tracy.....	128 Wall street.....	6
39.	Miss Mary H. Rennie.....	587 Buena Vista street.....	2
40.	Miss Corinne Lynch.....	31 S. Grand avenue.....	8

District No. 8.

AMELIA ST. SCHOOL.

Near Lazard Street.

41.	Miss Jennie McCarthy ...	27 W. Fourth street	4
42.	Miss Alice J. Cushing.....	110 Morris street	3
43.	Miss Mary A. Cook.....	325 W. Second street.....	8
44.	Mrs. Ala T. Williams.....	224 State street	15
45.	Miss Kate McCarthy..... (Vice-Principal.)	27 W. Fourth street	5
46.	Miss Blanche E. Leviele.	225 W. Second street.....	7
47.	Miss Addie C. Murray ... (Principal.)	129 S. Olive street.....	26

District No. 9.

GAREY STREET SCHOOL.

Near First Street.

48.	Miss M. Louise Hutchinson	532 S. Pearl street.....	13
49.	Miss Louise A. Williams..	301 S. Hope street.....	4
50.	Mrs. Emma A. Hanchette (Principal.)	112 S. Fort street.....	14
51.	Mrs. Ella F. O'Gorman...	121 S. Grand avenue.....	7

Experience in Los Angeles.	Certificate. Date of Expiration.	Room.	Grade and Class.	Desks in Room	Pupils in Room.
3	Grammar January, 1892	1	C1, B1. A. M.	50	
3	Grammar August, 1890		B1, A1. P. M.		
2	Grammar June, 1892	2	B2, B3.	48	
1	Grammar June, 1891	3	A2, A3, B4.	48	
0	Primary January, 1891	4	A4, B5, A5.	48	
2	Grammar January, 1891	1	C1, B1. A. M.	49	
0	Grammar January, 1890		B1, A1. P. M.		
2	Grammar January, 1891	2	A1, B2. A. M.	48	
0	Grammar June, 1892		A2, B3. P. M.		
2	Grammar January, 1891	3	B3, A3. P. M.	48	
2	Grammar January, 1891		B4, A4. A. M.		
6	Grammar July, 1890	4	B5, B6.	48	
4	Grammar January, 1891	1	B1, A1.	59	
2	Grammar June, 1891	2	A1, B2, A2.	57	
2	Grammar January, 1891	3	B3, A3, B4.	47	
1	Grammar January, 1891	4	A4, B5, A5.	46	

District No. 10. SEVENTH ST. SCHOOL. Corner Lemon Street.	ADDRESS.	Years of Experience.
52. Miss Mary S. Murphy.....	325 W. Second street.....	2
53. Miss Ella H. Kane.....	16 Mayo street.....	2
54. Miss Louise L. Williamson	Central Ave. and Seventh St.	4
55. Miss Margaret F. Philipson	23 North Hope street.....	2
56. Mr. Chas. L. Ennis..... (Principal.)	212 E. Fifth street.....	18

District No. 11. GRAFTON ST. SCHOOL. North of Temple Street.		
57. Miss Ida M. Williams.....	P. O. Box 204.....	9

District No. 12. TEMPLE ST. SCHOOL. Near Edgeware Road.		
58. Mrs. Dora A. Millard.....	Cummings St. and Edgware Rd.	12
59. Miss Hattie F. Gower.....	60 Edgeware Road.....	7
60. Miss Rose H. Hardenberg (Vice-Principal.)	810 Court street.....	12
61. Miss Martha Bradley.....	119 S. Hill street.....	5
62. Miss Lizzie B. Oliver.....	521 W. Fourth street.....	2
63. Miss Regina Weinshank..	50 San Pedro street.....	8
64. Miss Leonora Hassler.....	167 Patton street.....	3
65. Mrs. Ella J. Betts ..... (Principal.)	833 Temple street.....	15
66. Mr. J. B. Millard.....	Cummings St. and Edgeware Rd	11

Experience in Los Angeles.	Certificate. Date of Expiration.	Room.	Grade and Class.	Desks in Room.	Pupils in Room.
1	Grammar January, 1892	Church	B1, A1, B2, A2, B3.	48	
0	Grammar January, 1890	1	B1, A1. P. M.	54	
2	Grammar January, 1890		B2, A2, B3, A3. A. M.		
2	Primary June, 1891	2	B4, A4, B5. P. M.	38	
0	Grammar January, 1890		A5, B6, A6. A. M.		
1	Grammar July, 1892	1	B1, A1, B2, A2.	50	
0	Primary January, 1891	Church	B1, A1.	24	
2	Grammar June, 1890		B2, A2, B3, A3.	73	
0	Grammar January, 1890	1	B1. P. M.	48	
1	Grammar June, 1892		A1, B2. A. M.		
0	Grammar January, 1891	2	A2. P. M.	48	
7	Grammar June, 1892		B3, A3. A. M.		
2	Grammar January, 1890	3	B4, A4.	48	
1	Grammar January, 1892	4	B5, A5.	49	
1	Grammar January, 1892	Church	B6, A6.	48	

District No. 13.

CASTELAR ST. SCHOOL. Cor. College Street.	ADDRESS.	Years of Experience.
67. Miss Cora A. Barnum.....	441 Buena Vista street.....	6
68. Miss Cora M. Getchell...	39 Regent street.....	5
69. Miss Margaret L. Benedict	116 S. Hill street.....	1
70. Miss Carrie W. Roberts..	316 W. Sixth street.....	21
71. Mrs. Mary E. Haskell.....	512 S. Fort street.....	6
72. Miss Louise Walters.....	Eighth and Hope streets	17
73. Mrs. C. G. DuBois..... (Principal)	433 Buena Vista street.....	28
74. Mrs. F. J. FitzGerald... (Vice-Principal.)	566 Buena Vista street.....	13

District No. 14.

SAND STREET SCHOOL. Near Castelar Street.		
75. Mrs Fannie S. Burt.....	Station F	12
76. Miss Isabel Overman.....	Station F	9
77. Miss Cora S. Slack.....	116 Sand street	15
78. Miss Alice Reeves.....	207 Montreal street.....	2
79. Miss Charlotte D'Ancona	325 W. Second street.....	6
80. Miss Lillian Bowers.....	Grand Ave. and Temple St.....	7
81. Mrs. M. A. P. Smith.....	247 North Fort street.....	17
82. Miss Kate Brousseau.....	132 S. Bunker Hill avenue....	5
83. Miss Augusta Root.....	325 W. Second street.....	6
84. Miss Nellie F. Ray.....	215 Temple street	9
85. Miss Fidelia A. Anderson	211 W. Third street.....	12
86. Mr. Ross Hanna.....	440 S. Grand avenue	15
87. Mr. Spurgeon Riley ..... (Principal.)	Station C.....	6

Experience in Los Angeles.	Certificate. Date of Expiration.	Room.	Grade and Class.	Desks in Room.	Pupils in Room.
1	Primary June, 1890	1	C1.	54	
2	Grammar June, 1892		A. M. B1, A1. P. M.		
0	Grammar January, 1892	2	B1, A1.	51	
5	Grammar January, 1892		A. M. B2, A2. P. M.		
1	Primary January, 1891	3	A2, B3.	47	
1	Grammar June, 1892		A. M. A3. P. M.		
17	Grammar January, 1890	4	B4, A4.	51	
3	Grammar January, 1891		A. M. B5, A5. P. M.		
1	Primary January, 1890	1	B1. A1.	46	
2	Grammar January, 1891		P. M. B1, A1. A. M.		
4	Grammar December, 1890	2	B2, A2.	55	
1	Grammar June, 1890		P. M. B2, A2. A. M.		
1	Grammar June, 1892	3	B3, A3.	52	
0	Grammar January, 1891		P. M. A3, B4. A. M.		
12	Primary January, 1890	4	A4, B5.	50	
2	Grammar June, 1891		A. M. A5, B6. P. M.		
1	Grammar June, 1891	5	B6, A6.	45	
7	Grammar June, 1891	6	B7, A7.	48	
0	Grammar December, 1891	7	B7, A7.	48	
0	Grammar December, 1879	8	B8, A8.	43	
1	Grammar January, 1892				

District No. 15. **PEARL ST. SCHOOL.** Near Fourth Street.		ADDRESS.	Years of Experience.
88.	Miss Lizzie C. Shultz.....	219 S. Fourth street.....	19
89.	Mrs. Dora H. Broadwell.. (Principal.)	348 S. Hill street.....	10
District No. 16. **NORMAL PRIMARY.** Cor. Fifth and Grand Avenue.			
90.	Miss Clara Stoltenberg...	501 Hawkins street	5
91	Mrs. Fannie H. Byram,...	215 W. Sixth street	5
92.	Miss Martha M. Knapp.. (Principal.)	215 W. Sixth street.....	9
District No. 17. **SPRING STREET SCHOOL.** Near Sixth Street.			
93.	Miss Helen Henry.....	Bellevue Terrace.....	8
94.	Mrs. N. F. W. Pond.....	303 S. Grand avenue..	22
95.	Miss Susie N. Vaughan..	833 S. Hill street	6
96.	Miss Eliza Bengough.....	349 S. Olive street.....	29
97.	Miss Nettie Getchell.....	39 Regent street	9
98.	Miss Maggie Tracy.....	128 Wall street.....	10

Experience in Los Angeles.	Certificate. Date of Expiration.	Room.	Grade and Class.	Desks in Room.	Pupils in Room.
1	Primary January, 1891	1	B1, A1, B2, A2. A. M.	44	
1	Primary June, 1890		B3, A3, B4, A4. P. M.		
5	Grammar June, 1890	1	B1, A1.	49	
3	Grammar June, 1892	2	B2, A2, B3.	47	
7	Grammar October, 1890	3	A3, B4, A4.	49	
5	Grammar June, 1890	1	C1. A. M.	46	
8	Grammar July, 1890		B1, A1. P. M.		
0	Primary January, 1891	3	C1, B1. A. M.	49	
9	Grammar January, 1890		B1, A1. P. M.		
8	Grammar May, 1890	4	A1, B2. A. M.	50	
3	Grammar June, 1892		B2, A2. P. M.		

DISTRICT NO. 17. (CONCLUDED.)	ADDRESS.	Years of Experience.
99. Miss Mattie H. Wilson...	1265 Temple street	7
100. Miss Eleanor M. Joy...	123 Court street.....	1
101. Miss Mabel Rorick.....	514 S. Main street.....	5
102. Miss Emma Fleishman..	6 Wall street.....	5
103. Miss Emily B. Reynolds	Union Ave. and Winfield St ...	2
104. Miss Allie M. Felker.....	239 S. Hill street	5
105. Miss Ida H. Teed.....	510 S. Fort street	11
106. Miss Cecilia Auld.....	Fifth and San Pedro streets...	13
107. Miss Edith M. Joy.....	123 Court street	4
108. Mr. Warren D. Townsend	Seventh and Alvarado Sts.....	12
109. Miss Helen W. Davis.....	45 Ann street.....	12
110. Mr. Sidney H. Moore....	Baily St. and Michigan Ave ...	14
111. Miss Elizabeth J. Gibson (Principal.)	1265 Temple street.....	20

NIGHT SCHOOL.
Spring Street Building.

Mr. Sidney H. Moore. ...	Baily St. and Michigan Ave...	14

Experience in Los Angeles.	Certificate. Date of Expiration.	Room.	Grade and Class.	Desks in Room.	Pupils in Room.
4	Grammar June, 1890	5	A2, B3. A. M.	49	
0	Primary January, 1891		A2, B3. P. M.		
2	Grammar January, 1890	6	A3, B4. A. M.	45	
3	Grammar May, 1890		A3, B4. P. M.		
0	Grammar June, 1890	7	B4, A4. A. M.	43	
0	Grammar January, 1890		A4, B5. P. M.		
2	Grammar January, 1891	15	B5, A5. A. M.	47	
5	Grammar June, 1891		A5, B6. P. M.		
0	Grammar January, 1891	2	B6, A6.	49	
0	Grammar June, 1892	14	A6, B7.	48	
0	Grammar January, 1891	425 W. Fifth Street.	A7, B8.	30	
0	Grammar July, 1891		B8, A8.	62	
8	Grammar June, 1892				
0	Grammar July, 1891	14		48	

HIGH SCHOOL. Spring Street Building.	ADDRESS.	Years of Experience.
112. Miss M. Helen Wooster	9 Court street	16
113. Miss Alma S. Brigham	314 West Third street	15
114. Miss A. Genevieve Sharpe	865 W. Seventh street	13
115. Miss Clara Lillibridge	324 W. Fourth street	15
116. Mrs. Margaret J. Frick	220 Court street	14
117. Miss Florence A. Dunham	201 N. Fort street	17
118. Mrs. Mary L. Chapman (Vice-Principal.)	109 N. Fort street	13
119. Miss Elizabeth A. Packard Garvanza (Principal.)		14

District No. 18.

EIGHTH ST. SCHOOL.

Corner Grand Avenue.

120. Miss Minnie S. Baxter	West Adams street	6
121. Miss Lizzie B. Moore	928 S. Hope street	6
122. Miss Lucy D. McConnell	407 S. Fort street	6
123. Miss Susan Cory	123 S. Olive street	2
124. Miss Maggie O'Donoughue	28 Adele street	13
125. Miss Nellie Shine	214 Philadelphia street	5
126. Miss Mary A. Parmelee	Eighth and Main streets	5
127. Miss Laura J. Campbell	43 Franklin street	2
128. Miss Minnie Devin	732 South Olive street	5
129. Miss Anna Stewart	318 W. Fourth street	3
130. Miss Mary E. Foy	533 S. Pearl street	2
131. Miss Margaret K. Scott (Principal.)	123 S. Olive street	17

Experience in Los Angeles.	Certificate. Date of Expiration.	Room.	Grade and Class.	Desks in Room.	Pupils in Room.
5	High School June, 1892	9	B9.	45	
0	Grammar Schl. Course. June, 1892	8	B9.	47	
3	Grammar Schl. Course. June, 1893.	10	A9.	49	
1	Grammar Schl. Course. June, 1892	13	Junior B	48	
4	Grammar July, 1892	11	Junior A.	48	
6	High School January, 1892	12	Senior and Middle.	48	
6	High School December, 1891				
14	Grammar Schl. Course. January, 1893				
6	Primary June, 1891	1	C1, B1. A. M.	53	
0	Primary January, 1891		A1, B2. P. M.		
5	Primary June, 1890	2	A2, B3.	54	
0	Grammar January, 1890	3	A3, B4.	42	
0	Primary January, 1891	4	A4, B5.	45	
1	Grammar January, 1892	5	B5, A5.	45	
3	Grammar July, 1892	6	A5, B6.	45	
0	Grammar June, 1891	7	B6.	42	
3	Grammar June, 1892	8	A6, B7.	48	
0	Grammar January, 1891	9	B7, B8.	51	
1	Grammar January, 1890	10	A7, A8.	45	
5	Grammar July, 1890				

District No. 19.

TENTH ST. SCHOOL.
Near Vernon Avenue.

		ADDRESS.	Years of Experience.
132.	Mrs. Laura M. Fortson..	22 Overton street.....	14
133.	Miss Sara C. Reese..... (Principal.)	219 N. Fort street.....	9
134.	Miss Mabelle E. Dunn...	442 S. Pearl street.....	1
135.	Miss Marie H. Perry.....	Seventh St. and City Limits...	3

District No. 20,

MONTGOMERY ST. SCHOOL.
Corner Georgia Bell Street.

136.	Miss Nettie M. Dick	L street, Pico Heights	14
137.	Miss Lizzie F. Keller ..... (Principal.)	Figueroa and York streets....	13
138.	Miss Clara Bruére.....	20 Rouland street.....	13
139.	Miss Adeline Verhave...	24 Maple street.....	5

District No. 21.

PINE STREET SCHOOL.
Near Hill Street.

140.	Miss N. J. Miller.....	933 S. Pearl street.....	17
141.	Miss Maggie A. Desmond	849 S. Hill street.....	10
142.	Miss Helen O. Anderson	500 S. Hill street.....	8
143.	Miss Ida M. McCormack	235 Morris street.....	4
144.	Miss Esther L. Strauss... (Vice-Principal.)	15 S. Olive street.....	13
145.	Miss Bertha E. Gordon... (Principal.)	34 S. Hansen street.....	13

Experience in Los Angeles.	Certificate. Date of Expiration.	Room.	Grade and Class.	Desks in Room.	Pupils in Room.
2	Grammar January, 1891	1	B1.	48	
9	Grammar January, 1891	2	A1, B2, A2.	48	
0	Primary June, 1890	3	A2, B3, A3.	48	
0	Grammar January, 1891	4	B4, A4, B5.	48	
2	Grammar June, 1890	1	B1, A1, B2.	53	
6	Grammar June, 1890	2	A2, B3, A3.	53	
4	Grammar July, 1892	3	B4, A4, B5.	47	
5	Grammar May, 1890	4	A5, B6, A6.	47	
2	Grammar June, 1891	1	B1. A. M.	49	
9	Grammar February, 1890		A1, B2. P. M.		
2	Grammar January, 1891	2	A2, B3, A3.	49	
2	Grammar January, 1890	3	B4, A4, B5.	49	
1	Grammar January, 1891	4	A5, B6. P. M.	49	
3	Grammar June, 1890		A6, B7, A7. A. M.		

	District No. 22.		
	SAN PEDRO ST. SCHOOL. Near Washington Street.	ADDRESS.	Years of Experience.
146.	Miss Anna S. Griswold...	6 Bernard Park.....	7
147.	Miss Eliza P. Myrick..... (Principal.)	Ocean Ave. near Broadway...	7
148.	Miss Christiane J. Muller	Eighth and San Pedro Sts....	4
	District No. 23.		
	BROOKLYN ST. SCHOOL. Near Main Street.		
149.	Miss Nellie M. Fitzmier	Vernondale	5
150.	Mrs. Pem H. Munday...	Manhattan Ave. near Grand...	6
151.	Miss Alice C. Gray.....	McClintock and Haven streets	5
152.	Mrs. Marian E. Blake...	University	11
153.	Mr. M. C. Bettinger..... (Principal.)	Montague and Trinity streets.. Station H.	7

SPECIAL TEACHERS.

154.	Mrs. C. P. Bradfield..... (Prin. Drawing.)	836 S. Hope street.....	24
155.	Mr. L. B. Lawson..... (Prin. Writing.)	529 S. Olive street.....	14
156.	Mrs. Letitia P. Wilson (Kindergartner.)	St. Vincent Building.....	11
157.	Miss Clotilde A. Grunsky (Substitute.)	829 S. Fort street.....	3

Experience in Los Angeles.	Certificate. Date of Expiration.	Room.	Grade and Class.	Desks in Room.	Pupils in Room.
1	Primary January, 1891	1	B1, A1.	48	
2	Grammar January, 1891	2	B2, A2, B3.	48	
3	Grammar June, 1890	3	A3, B4, A4.	48	
2	Grammar June, 1892	1	B1, A1. A. M.	53	
1	Grammar January, 1892		B2, A2. P. M.		
2	Grammar December, 1892	2	B3, A3.	48	
2	Grammar July, 1890	3	B4, A4.	48	
4	Grammar June, 1890	4	B5, A5.	44	
8	Special	All	All		
3	Special	All	All		
0	Kindergarten	Commercial Street	Kindergarten		
2	Grammar January, 1891				

Financial Report

OF THE

Clerk of the Board of Education.

1888-1889.

1888.	RECEIPTS.	
July 1.	Balance	$13,470 08
" 1.	Apportionment, County Fund	3,303 00
Aug. 15.	Apportionment, City Taxes	2,813 55
Sept. 6.	Apportionment, State Fund	15,700 00
Oct. 13.	Apportionment, City Taxes	12,000 00
Nov. 1.	Apportionment, City Taxes	24,000 00
Dec. 1.	Apportionment, City Taxes	30,000 00
1889.		
Feb. 13.	Apportionment, County Fund	39,250 00
Mar. 7.	Apportionment, State Fund	76,918 00
" 7.	Apportionment, Library Fund	500 75
Apr. 9.	Apportionment, City Taxes	8,240 00
June 11.	Apportionment, County Fund	4,488 25
	Miscellaneous	536 82
	Total	$231,220 45

EXPENDITURES.

Month.	Teachers' Salaries.	Rent, Repairs, Fuel and Contingents.	Library.	Apparatus.	Buildings. Furniture.	Total.
1888.						
July	$ 250 00	$ 584 41	.....	.....	$ 995 50	$ 1,829 91
August	125 00	631 41	.....	.....	3,277 25	4,033 66
September	575 00	2,012 80	.....	.....	140 00	2,727 80
October	12,948 75	3,425 85	.....	.....	5,250 00	21,624 60
November	13,226 65	2,047 16	.....	$10 00	5,930 14	21,213 95
December	13,400 00	3,095 16	.....	.....	9,170 53	25,665 69
1889.						
January	375 00	2,262 93	$ 249 64	.....	6,914 68	9,802 25
February	13,321 00	1,677 81	.....	.....	3,965 17	18,963 98
March	27,730 00	2,344 40	8 00	13 50	1,561 74	31,657 64
April	....	514 70	.....	.....	4,347 25	4,861 95
May	14,033 50	2,355 69	30 00	8 00	720 78	17,147 97
June	28,403 75	3,486 64	435 00	.....	370 63	32,696 02
Total	$124,388 65	$24,438 96	$722 64	$31 50	*$42,643 67	$192,225 42
July 1, Balance	....	....	.....	.....	.....	38,995 03
						$ 231,220 45

* Of this total $41,117.94 was for buildings and $1,525.73 for furniture.

E. J. COX, Clerk.

Superintendent's Report.

To the Board of Education:

GENTLEMEN:—In presenting the sixteenth (my fourth) annual report of the public schools of this city, for the year closing June 30th, 1889, I shall be brief, because the condition of the schools, in every respect, differs but little from that of the previous year.

The teachers labored faithfully, and performed their allotted work as well as possible under the adverse conditions of short hours and cramped accommodations.

Twenty permanent school rooms, four on Chestnut street, four on Macy street, four on Tenth street, four on Montgomery street, two on San Pedro street, and two on Grafton street, were erected during the year.

Notwithstanding this increase in the number of rooms there were at the close of the year seventy schools on half-day time.

The law's delays are such that the hope that new buildings might be erected during the summer vacation has not been realized, and now (Oct. 1889) the schools are again in session with seventy-two schools on half-day time; seven in ill-suited rented rooms, and seven in rooms owned by the department, which are worse than the rented rooms, and should be abandoned at the earliest opportunity.

These figures show a necessity for fifty additional school rooms at this time.

Happily there is a prospect of relief. Two hundred thousand dollars worth of school bonds were voted by our people on the 31st day of August last. One hundred thousand dollars worth of them have been sold, the money is in the treasury, needed sites have been selected, and contracts are about to be let for the erection of new buildings and additions to old ones. Our hope now is that before the present school year ends, every school will be well and comfortably housed and on full day time.

THE LENGTH OF THE SCHOOL YEAR

continues to be a subject of discussion among some people. Each year I am more thoroughly convinced that nine months should be the maximum length of the school year for this city.

In addition to arguments presented last year, let me cite the fact that the enrollment on Sept. 30th, 1889, the opening day of the year, was 6,025; and on Oct. 25th, the close of the first school month it had reached 6,764.

These figures indicate that more people were not ready to send their children to school when they did open, at this supposed late date, than there are persons who wish schools to open the first of September.

It is claimed that there should be ten months of school so that teachers may receive another month's salary.

Teachers must live and be on expense twelve months in the year. Because of the great expenditure of physical, mental and nervous forces, whether they work nine or ten months, teachers can not, at least should not, engage in other work during the long vacation. Therefore, their salaries should be fixed at a reasonable sum for a calendar year. Then if it be for the best interest of the children that they remain in school ten months, let the schools be kept in session that long and the teachers be paid their fixed sum in ten equal parts. But if it be better for children, and teachers too, that they all spend less time in doors, at hard mental work and severe nervous strain, and more time in freedom

from care, out doors, then let the school year consist of nine months and let the teachers be paid their fixed yearly salary in nine equal installments.

My experience and observation for twenty years in school work, convince me that more and better work can be done in nine months per year than in ten. The same work can be done more easily, too, in the shorter time, on the same principle that it is better and wiser to work six days out of seven.

The hardest work of the Superintendent is the month before and the month after the close of the school year, and the month before and the month after the opening of the year. So that, personally, it would be easier for him should there be no vacation at all; but instead, a continuous school year. Just as it is easier sometimes to keep a furnace hot, than to let it cool and fire it up again.

SELECTION OF TEACHERS.

The selection of the best teachers is fraught with many difficulties in a large city—the larger the city the more danger.

I can not refrain from asking your most careful attention to this subject; because it is a self evident proposition that correct instruction, and the best interests of our children in every respect, in fact good schools can be secured only by the very best teachers. Should the Board of Education submit, to-day, this question to the parents of this city, "Shall we employ the very best teachers to instruct your children?" there would be a unanimous affirmative reply. Yet human nature is so constituted that to-morrow many of these same parents will importune members of the Board to vote for persons as teachers about whom they (the parents) know absolutely nothing as to their ability to teach school successfully.

Why do they do this? For one or more of the following reasons either expressed or implied, oftener implied: Politics, religion, secret societies, open societies, relationship, business interests, friendship, social influence, the applicant or some dependent is financially needy, etc., etc. Are these valid, consistent reasons? No, not one of them. Yet it is

difficult for members of the Board of Education to persuade themselves that they are properly serving their constituents unless they yield to their requests on the above points.

Is it not better "to harden the heart" to everything except the one question: "Is the applicant a *good teacher?*"

If this be done, then will our constituents and their children, for whom the schools are intended, be best served, and then will they in reality thank us for doing our duty.

"The State is everywhere assuming control of the business of education. This will meet with assent as long as good schools are made; that is, as long as the best teachers are employed. It will fail and be condemned whenever teachers are employed because they are of a certain party in politics, or of a certain denomination in religion, or whenever they are appointed on any other ground than the best education of the children."

In anticipation of inquiries we present the following information:

Salaries of Principals, from $95 to $150 per school month. Assistants in High School, $115. Other teachers, $80 per month the first year, after that $80, $85 or $90 according to ability. Length of school year, nine months. from October first to the last of June.

Twenty-five to fifty teachers required annually to fill vacancies and supply new schools. The supply of strictly first-class teachers is not always equal to the demand.

Holders of Primary Certificates may teach in the first five, or Primary grades; holders of Grammar Grade Certificates in the next four, or Grammar grades; holders of Grammar School Course Certificates, in the next three or High School grades. Two years' successful experience. or a Normal School graduate, is required to teach in the first grade. One year's successful teaching is required for all other grades.

All certificates are issued by the County Board of Examiners. I quote as follows from their rules:

SEMI-ANNUAL EXAMINATIONS FOR TEACHERS' CERTIFICATES.

LOS ANGELES COUNTY, CAL.

(From the Rules of the County Board of Education.)

RULE 9. The examination of applicants for teachers' certificates will begin on the third Monday in June and on the first Monday after Christmas in each year, and will proceed at the time and in the order given below.

RULE 10. All applicants must be present at the beginning of the examination in required subjects, and must be punctual in attendance throughout the examination.

RULE 12. Arithmetic, Grammar and Composition, and Orthography are test subjects. In these, applicants for primary certificates must obtain an average of 65 per cent. Applicants who fall below an average of 65 per cent. will be excused from the examination.

SUBJECTS. TIME AND STANDARD OF EXAMINATIONS.

	Subject.	*Time.*	*Standard.*
	For Primary Grade Certificate.		
1.	Arithmetic	2½ hrs.	100
2.	Orthography	½	50
3.	Grammar and Composition	2	100
4.	Geography	1	50
5.	U. S. History	1½	50
6.	Word Analysis	1	50
7.	Physiology	1	50
8.	Penmanship and Bookkeeping (Single entry)	1½	50
9.	Industrial Drawing	1	50
10.	Vocal Music	½	25
11.	Methods of Teaching	1	50
12.	Reading		50
			675
	Methods of Teaching—Oral Examinations.		
1.	Arithmetic		20
2.	Language		20
3.	U. S. History		20
4.	Geography		20
5.	Physiology		20
	Total for Primary Certificates		775

	Subject.	*Time.*	*Standard.*
	For Grammar Grade Certificates.		
1.	Physics	1	50
2.	Double Entry Bookkeeping	1½	50
3.	Algebra to Quadratics	1	50
4.	Elementary Geometry	1	50
5.	Literature and Rhetoric	1½	75
6.	Botany and Zoology	1	50
7.	Constitution of the United States and Constitution and School Law of California	1	50
8.	Practical Entomology	½	25
9.	Psychology and Principles of Education	1	50
			450
	For Grammar School Course Certificate.		
1.	Advanced Algebra	1	50
2.	Geometry	1½	50
3.	English Literature (Selections found in Subject 14, University of California Matriculation) or Latin	1	50
4.	Chemistry, or Mineralogy	1	50
5.	Freehand Drawing or Plane Trigonometry	1	50
6.	Physics	1	50
			300

The following text books are recommended for those preparing for examination:

Arithmetic.....State Series
Grammar and Composition.....State Series
U. S. History.....State Series
Geography.....Harper's School
Word Analysis.....Swinton's
Penmanship.....P., D. & S. Hand Book
Drawing.....Prang's Hand Book
Music.....Loomis' Readers
Methods of Teaching.....{Swett's Methods of Teaching / Baldwin's Art of School Management}
Book-keeping.....Childs' Essential
Algebra to Quadratics.....Wentworth's Elementary

Algebra Advanced	Wentworth's Complete
Geometry, Elementary	Hill's Geometry for Beginners
Geometry	Wentworth's Plane and Solid
Literature and Rhetoric	Kellogg's Literature Kellogg's Rhetoric
Botany and Zoology	Youman's Descriptive Holder's Zoology
Practical Entomology	Cooke's Entomology for Schools
Psychology and Principles of Education	Sully, Outlines of Psychology Rozenkranz, Hist. of Philosophy
English Literture	Evangeline Lay of the Last Minstrel Snow Bound Sir Launfal Burke, Selected Works, Vol. I Hale's Longer English Poems
Latin	Allen & Greenough, Grammar Allen & Greenough, Cæsar and Cicero
Chemistry or Mineralogy	Williams' Introduction Dana's Elements of Mineralogy
Plane Trigonometry	Wentworth's Trigonometry
Physics	Gage's Elements

CERTIFICATES UPON CREDENTIALS.

The Board may also, without examination, grant County certificates, and fix the grade thereof, to the holders of life diplomas, California, Nevada and Oregon State educational diplomas, California Normal School diplomas, San Francisco Normal Class diplomas, when recommended by the Superintendent of Public Schools, California State University diplomas, when recommended by the Faculty of the University, and State Normal School diplomas of other States, and grammar school course and grammar grade certificates of other counties in California.

The fee for certificates is two dollars.

W. W. SEAMAN,
County Supt. of Schools.

Los Angeles, September 1, 1889.

CONCLUSION.

My health, the first of September, 1888, was such that I found it necessary to ask for leave of absence to January, 1889, which favor the Board, then composed of Messrs. Johnson, Day, Crawford, Embody and Kelley, kindly granted.

Mr. A. E. Baker was appointed, and with only two days' notice, took charge as acting Superintendent. His management in opening and conducting the schools for three months, was so skillful and satisfactory that on Jan. 1st, 1889, when I returned to duty, he was made Deputy Superintendent, in which position he continues to give me most valuable aid.

To all persons in any way connected with the schools, am I indebted for whatever success may have been reached during the year.

Respectfully,

W. M. FRIESNER.

Deputy Superintendent's Report.

W. M. Friesner, Supt. City Schools,

SIR:—In accordance with your request, I respectfully submit the following report.

During the last year, in which I have been, in the first instance, Acting Superintendent, and later the Deputy Superintendent, I have made about six hundred visits to the various classes or schools of the department.

I wish especially to take this opportunity to express my sincere thanks for the cordial manner in which I have been received by the teachers of our city schools. It has been no slight help to me in the discharge of my duties to know that I have had, during all the time, their good will, and I am free to admit that I consider such harmonious feeling a great factor in whatever success I may have achieved.

PRINCIPALS.

Now that the Board has relieved Principals of buildings of eight or more rooms of the care of any particular class, and has generalized their duties to the extent that instruction is to be given in all the grades by them, as their other duties will permit, the real supervision of teachers and pupils and

the healthful activities of the schools must rest in a great measure with the Principals, who alone can watch the daily work and become conversant with every method employed and familiar with the progress of the pupils.

The plan is full of encouragement. Not only will it result in good to deserving teachers, but also to the pupils. Under the old system, the work of the class was continually interrupted by the Principal's other duties.

Principals may now more accurately place in their grades, pupils who come to us from other cities, as the discharge of their duties will keep them better informed as to the work of each class and as to how far advanced in its work it may be at any given time. In this way there will be no excuse for a pupil being graded a class above or below his place, which, of course, results in great discouragement to him, as well as detriment to the school.

DISCIPLINE.

Sometimes by the expenditure of force a teacher may secure quiet and order, yet the influence of the discipline is far from good.

It must be admitted, however, that it is no easy matter to so manage forty or fifty boys and girls of vastly different home training (some, it may be, spoiled by indulgence, others by vice) that such quiet and decorum is maintained as to provide a fit place for study, to hold the attention of the pupils to their work, and all the while to guard against the formation of wrong habits in any direction.

Too few are the teachers who can accomplish these results, and still fewer those who can bring about such results by employing the best means without destroying the pupil's love for his school life.

A failure, on the part of the teacher, to govern well is much sooner noticed than are poor methods of instruction.

It is well said that a school is not necessarily a good one because it is in good order; but the fact is patent that one who cannot keep a school in order, cannot teach.

Altogether too many teachers, for this day and age, hold tenaciously to a sort of balance account in their school government.

Rewards or checks for every action leave no room for a healthful development of a pupil's moral faculties. It should therefore be our aim, as far as possible, to present no belittling motives.

SCHOOL LIBRARY—ITS USE.

Our school library of 3,500 volumes is at present parceled out to about twenty-five school districts. No pupil, consequently, has access to all the books of the library, but must choose from the meagre collection that happens to be at his school building.

Oftentimes the library contains just the books that he would wish to read in connection with the subject studied, but the books are at some other school out of his reach, where, possibly, there is very slight demand for them.

It is on this account mainly that our school library is doing little good compared with what might be the case.

The State law requires that the library be kept in school houses, where *practicable*. The question is, then, whether in a city possessing a fairly good public library, it is practicable still to keep the books at the several school houses or to concentrate these valuable forces in education at our City Public Library.

With a library of sufficient size, as would be the case were the school library to be combined with that of the city, such reading lists could be supplied to the different classes as would satisfy the most fastidious.

The vicious literature which besets our school population can be repressed only by replacing it. The romantic youth who has been reveling in the careers of adventure as portrayed in gaudily-bound pamphlets of the ten cent edition might possibly be induced to read "Oliver Optic, and thence to find pleasure in the Bodleys, Tom Brown, Hans Brinker, Old Times in the Colonies, The Boys

of '76, Building a Nation, and so on to Parkman, Irving, and the best literature. Tastes vitiated by sensational reading may in this way finally be led to the best authors."

Again, if our books were made a part of the Public Library they would then be properly catalogued together with such material as is possessed by the City Library, and if each teacher were provided with a copy of such a catalogue it would be an easy matter to select for her class such reading as would prove both to supplement her class-work and be of interest to the pupils.

Everybody loves story-telling. There is no striking episode in history that the teacher cannot find, if she search long enough, as the foundation of some good work of fiction.

Allow me in this connection to insert the words of Charles Francis Adams, Jr.: "If we can instruct and improve children while we are amusing them, we are securing the result we want in the natural and easy way. There is no forcing them.

"Take, for instance, geography, and suppose your class is studying the map of Africa. The whole field of African exploration and adventure is at once opened up to you and your scholars. Turn to the catalogue of our Public Library and see what a field of interesting investigation is spread out, first for yourself and then for them.

"Once get them going, and the map will cease to be a map and become a picture full of life and adventure, not only to them, but to you. You will follow with them Livingston and Stanley and Baker; and the Pyramids will become realities to them as they read of Moses and the Pharaohs, and of Cleopatra and Hannibal.

"The recitations then become a lecture in which the pupils tell all they have found out in the books they have read, and in which the teacher can suggest the reading of yet other books; while some of the scholars, from merely listening, are stimulated to themselves learn something of all these interesting things. So of our own country and its geography."

The Librarian of our Public Library has offered to do everything within her power, both for teachers and scholars,

in their search for the books which will assist them in their studies. Furthermore it will be permitted a teacher to draw thirty or forty books at a time for her class.

In this way our Public Library will become a real auxiliary to our public schools.

READING.

If teachers would be more particular, especially with younger pupils, to see that every new and unfamiliar word is not only easily pronounced but so well understood that it can be used in conversation, hesitating would be eliminated to a large extent. The whole attention of the pupil could then be directed to the thought, and with the conception of the thought would come a good expression, if not the best. The child might better read the paragraph backward until the mechanical part of reading is mastered and then be allowed to tackle the thought. "One thing at a time and that done well," will apply here.

There are various daily exercises that may be advantageously employed in quickening a child's perception so that he may become rapid in getting at the meaning of written statements. Silent reading of pieces not before seen is beneficial in this direction if the pupil is called upon to give the thought in his own words. In this way reading matches may be instituted, the object being to see who can hunt out the meaning of a paragraph previously written on the board and uncovered for a few minutes, the pupils to write in their own words what thought they have obtained. This exercise would be but an extension of the revolving chart sometimes used with the youngest pupils to quicken their power of recognizing words. Rapidity of sight and thought and intensity of application are gained by such exercises.

Rapidity in hearing, and in comprehension through hearing, as well as strength of memory, may be developed by daily reading a short stanza or paragraph (gradually increased in length), to be reproduced orally or by writing verbatim as well as in substance.

Classes by daily drill of a few minutes have become so habituated to close attention that short poems once read could be readily repeated.

The value of this exercise rests wholly in its oft recurrence. Classes daily trained for three or five minutes at a time, will become so keen of apprehension, so habituated to close attention, and so trained to hear exactly the first time, that progress will be seen not only in reading but in the other branches.

CONCLUSION.

Permit me to express my deep gratitude to you, both for your exceeding kindness and for your good counsel.

Very respectfully,

A. E. BAKER.

TABLE No. 1.—Census Marshal's Reports, Etc., Etc.

	1880.	1881.	1882.	1883.	1884.	1885.	1886.	1887.	1888.	1889.
No. of white children between 5 and 17 years of age	3,175	3,579	4,085	4,275	5,070	5,544	5,990	7,384	10,360	10,591
No. of Negro, Indian and Chinese children between 5 and 17 years of age	27	41	79	55	58	40	60	73	332	195
Total number of Census children	3,202	3,620	4,164	4,330	5,128	5,584	6,050	7,457	10,692	10,786
No. of children under 5 years of age	1,028	1,228	1,184	1,446	2,369	2,576	2,731	3,492	3,372	5,061
No. of children between 5 and 17 years of age who have attended public schools during year	1,522	2,098	1,819	2,495	2,976	3,417	3,877	4,874	5,100	7,101
No. of children between 5 and 17 years of age who have attended private schools only during year	385	518	651	502	611	762	747	934	1,050	1,529
No. of children between 5 and 17 years of age who have not attended school during year	1,289	988	1,616	1,307	1,504	1,405	1,416	1,649	4,573	2,156
No. of pupils enrolled in the public schools	1,754	1,924	2,234	2,975	3,479	4,111	4,680	5,445	7,336	8,128
No. of teachers employed	28	29	33	43	49	66	86	118	125	151
Average No. of pupils per teacher	63	63	68	69	71	63	57	46	39	42
Cost per capita on total enrollment	$15.79	$14 39	$18.41	$16.06	$15.32	$16.66	$16.53	$ 15.77	$17.43	$18.40
Cost per capita on average enrollment	24.19	22.09	29.29	25.37	22.75	23.08	23 81	24.68	26.35	24.61
Cost per capita on average daily attendance	26.14	23.85	30.91	26.83	24.38	24.27	25.15	26.14	28.49	25.95

TABLE No. 2.

District No.	NAME OF SCHOOL.	1887-1888. Total Enrollment	Average Enrollment	Average Attendance	Per Cent of Attendance	Tardy Marks.	1888-1889. Total Enrollment	Average Enrollment	Average Attendance	Per Cent of Attendance	Tardy Marks.
1	Humboldt Street	136	97	90	93	191	104	74	69	94	77
2	Hellman Street	654	455	431	95	554	739	495	469	95	537
3	Chestnut Street						55	194	185	95	328
4	Griffin Avenue	357	224	210	94	285	309	211	200	95	280
5	Macy Street	174	89	83	93	206	209	163	154	94	295
6	Breed Street	371	245	229	94	472	392	291	274	94	477
7	Railroad Street	353	213	201	94	249	368	246	233	95	202
8	Amelia Street	430	257	240	93	329	465	307	291	95	210
9	Garey Street	339	211	198	94	251	361	218	206	94	493
10	Seventh Street	137	88	82	93	210	230	179	168	94	328
11	Grafton Street						25	28	25	89	161
12	Temple Street	473	266	245	92	531	506	373	349	94	895
13	Castelar Street	509	313	297	94	578	520	345	324	94	637
14	Sand Street	535	392	368	94	598	610	465	441	95	749
15	Pearl Street	109	60	57	95	45	111	77	72	94	127
16	Normal Primary	201	132	125	95	105	182	140	133	95	95
17	Spring Street	915	608	573	95	1,163	1,011	723	693	96	646
18	Eighth Street	611	465	435	94	443	676	497	472	95	459
19	Tenth Street						49	168	161	96	44
20	Montgomery Street	257	147	136	93	582	183	127	122	96	194
21	Pine Street	444	294	278	95	405	300	209	199	95	342
22	San Pedro Street	150	90	84	93	70	159	125	121	97	116
23	Brooklyn Street						298	220	209	95	259
24	High School	181	150	143	95	608	189	175	170	97	388
25	Night School						77	29	25	86	258
	Totals	7,336	4,796	4,505	94	7,875	8,128	6,079	5,765	94	8,508

TABLE No. 3.

District No.	Name of School.	No. Teachers, Male.	No. Teachers, Female.	No. Teachers, Total.	No. of Rooms.	No. of Schools.	No. of Desks.	No. of Pupils.	No. Pupils per Teacher.	Size of Rooms.
1	Humboldt Street	.....	1	1	1	1	49	45	45	28x32
2	Hellman Street	.....	12	12	9	11	421	519	47	27x31
3	Chestnut Street	.....	5	5	4	5	195	211	42	27x31
4	Griffin Avenue	.....	5	5	4	5	195	227	45	27x30
5	Macy Street	.....	4	4	4	4	196	201	50	27x31
6	Breed Street	.....	8	8	4	8	192	352	44	27x35
7	Railroad Street	.....	5	5	4	5	194	262	52	28x32
8	Amelia Street	.....	7	7	4	7	193	322	46	28x32
9	Garey Street	.....	4	4	4	4	209	192	48	27x32
10	Seventh Street	1	4	5	3	5	140	191	38	28x32
11	Grafton Street	.....	1	1	2	1	50	22	22	27x32
12	Temple Street	1	8	9	7	9	338	432	48	28x32
13	Castelar Street	.....	8	8	4	8	204	336	42	27x30
14	Sand Street	2	11	13	8	12	387	566	47	27x34
15	Pearl Street	.....	2	2	1	2	44	74	37	28x30
16	Normal Primary	.....	3	3	3	3	145	145	48	25x30
17	Spring Street	2	17	19	11	18	518	877	49	27x34
18	Eighth Street	.....	12	12	10	11	470	525	48	25x40
19	Tenth Street	.....	4	4	4	4	192	171	43	30x32
20	Montgomery Street	.....	4	4	4	4	200	148	37	30x32
21	Pine Street	.....	6	6	4	6	156	283	47	28x32
22	San Pedro Street	.....	3	3	3	3	144	142	47	27x32
23	Brooklyn Street	1	4	5	4	5	193	239	48	27x32
24	High School	.....	8	8	6	6	285	218	36	27x34
25	Night School	1	.....	1	1	1	.....	44	44	
	Totals	8	146	154	113	148	5,310	6,764	46	

TABLE No. 4.—NAMES AND LOCATION OF BUILDINGS, AND ESTIMATED VALUE OF PROPERTY, 1889.

District No.	NAME OF SCHOOL.	LOCATION.	Size of Lot.	Value of Lot.	Value of Buildings.	Value of Furniture, Apparatus and Library.	Total Value.	Date of Erection of Buildings.
1	Humboldt Street	Corner Humboldt and Cypress Streets	150x200	$ 1,100	$ 1,500	$ 200	$ 2,800	1884
2	Hellman Street	Hellman Street near Downey Avenue	½ acre	6,500	12,000	2,000	20,500	1886
3	Chestnut Street	Chestnut Street near Pasadena Avenue	300x165	4,500	6,500	1,000	12,000	1888
4	Griffin Avenue	Griffin Avenue near Darwin Avenue	110x330	6,000	4,000	1,000	11,000	1882
5	Macy Street	Corner Macy Street and Brooklyn Avenue	1½ acre	5,000	6,500	1,000	12,500	1888
6	Breed Street	Corner Breed Street and New York Avenue	148x180	4,000	10,000	1,000	15,000	1886
7	Railroad Street	Railroad Street near Main Street	150x200	4,000	6,500	1,000	11,500	1884
8	Amelia Street	Amelia Street near Lazard Street	140x200	7,500	10,000	1,000	18,500	1886
9	Garey Street	Garey Street near First Street	120x240	10,000	5,000	1,000	16,000	1876
10	Seventh Street	Corner Seventh and Lemon Streets	150x170	3,750	3,000	500	7,250	1884
11	Grafton Street	Grafton Street north of Temple Street	80x120	450	2,824	200	3,474	1888
12	Temple Street	Temple Street near Edgeware Road	153x205	9,000	10,000	1,000	20,000	1886
13	Castelar Street	Corner Castelar and College Streets	120x245	5,000	6,000	1,000	12,000	1882
14	Sand Street	Sand Street near Castelar Street	153x219	9,000	15,000	2,000	26,000	1872
15	Pearl Street	Pearl Street near Fourth Street	120x165	6,000	500	100	6,600	1882
16	Normal Primary	Corner Fifth Street and Grand Avenue	.....	.....	.....	750	750	.....
17	Spring Street	Spring Street near Sixth Street	120x330	132,000	40,000	3,200	175,200	1884
18	Eighth Street	Corner Eighth Street and Grand Avenue	240x165	24,000	12,000	2,200	38,200	1877
19	Tenth Streets	Tenth Street near Vernon Avenue	138x188	3,500	6,850	1,000	11,350	1888
20	Montgomery Street	Corner Montgomery and Georgia-Bell Sts.	1¼ acre	8,500	6,850	1,000	16,350	1888
21	Pine Street	Pine Street near Hill Street	150x240	9,000	6,500	1,000	16,500	1885
22	San Pedro Street	San Pedro Street near Washington Street	1 acre	2,000	2,717	750	5,467	1888
23	Brooklyn Street	Brooklyn Street near Main Street	135x150	4,000	9,389	1,000	14,389	1888
	Totals		.....	$264,800	$183,630	$24,900	$473,330	.....

TABLE No 6.—Supplies Used.

District No.	Name of School.	Boxes of Crayon.	Dozen Lead Pencils.	Boxes of Slate Pencils.	Boxes of Pens.	Reams of Foolscap.	Inches Ruled Paper.	Inches Soft Paper.	Bottles of Mucilage.	Bars of Soap.	Dozen Erasers.	Dozen Penholders.	Gallons of Ink.	Sweepers.	Brooms.	Feather Dusters.
1	Humboldt Street	12	10	4	8	3	14	22	2	8	1	3	1½	.....	1	1
2	Hellman Street	77	95	31	69	18½	51	212	7	22	8	53	8	2	4	5
3	Chestnut Street	18	54	10	11	2½	32	71	.....	8	2	.....	1½	.....	.....	.....
4	Griffin Avenue	33	42	17	18	3½	25	39	2	8	4	12	3	.....	3	1
5	Macy Street	35	69½	18	21	6½	18	38	5	14	6	16	1½	1	3	.....
6	Breed Street	39	57	20	36	18¼	45	91	1	12	4	20½	3½	.....	3	3
7	Railroad Street	42	121	44	28	8½	68	120	13	38	6	15	3½	.....	5	1
8	Amelia Street	64	82½	8	29	4¼	54	85	1	2	6	12	2½	1	2	2
9	Garey Street	29	8	18	28	7	26	72	1	8	8	18	4¼	.....	2	1
10	Seventh Street	27	48	17	21	5	22	79	3	7	3	23	4½	1	4	3
11	Grafton Street	4	13	2	2	½	8	8	1	4	2	4	.....	1	1	1
12	Temple Street	66	62	28	44	13½	64	180	3	14	12	16½	7½	2	8	2
13	Castelar Street	27	110	25	30	3½	58	143	12	12	2½	12	3½	1	2	.....
14	Sand Street	70	48	22	80	14½	26	184	.....	36	4	38	10¼	1	4	3
15	Pearl Street	8	25	8	5	1¾	4	24	1	4	3	2	¾	.....	2	.....
17	Spring Street	113	122	33	101	28¾	84	281	8	40	15	72	10¾	.....	3	7
18	Eighth Street	102	68	10	90	21	42	151	.....	36	8	31	9½	.....	2	3
19	Tenth Street	11	17	.....	7	1¾	8	17	1	8	8	4	1	1	.....	1
20	Montgomery Street	29	28	7	23	5½	14	36	5	4	13	23	2	1	2	3
21	Pine Street	59	19	5	34	7½	24	77	1	10	4	16	3	.....	.....	.....
22	San Pedro Street	15	21	4	8	3½	18	30	.....	13	.....	.....	1	.....	2	.....
23	Brooklyn Street	32	72½	12	21	8	14	90	1	38	8	18	2¼	.....	2	.....
24	High School	6	.....	.....	21	7	.....	151	.....	4	.....	25	.....	.....	.....	.....
	Totals	918	1192½	343	735	194½	719	2201	68	350	126½	434	85½	12	55	37

COURSE OF STUDY.

PRIMARY DEPARTMENT.

TIME FOR EACH CLASS—ONE HALF YEAR.

FIRST YEAR—C CLASS.

READING.—Sentences from conversational lessons written and read from the blackboard. Sentences concise with no modifying word introduced. Change only *one* object word in each sentence. Words to be recognized but not written.

SPELLING.—Teach to recognize all words read. Introduce printed forms after the script can be readily read. Phonics used to secure distinct enunciation and correct pronunciation.

COLOR. Taught in connection with Natural History. Distinguish, name and match primary colors. Comparisons made with colored zephyrs.

NUMBERS.—To recognize ten in groups with objects. Add to and subtract from numbers that produce ten, using objects and pictures without figures.

OCCUPATION WORK.—Stringing beads, counting and arranging sticks, beans, shells, strips of paper, etc. Designing may be introduced through this material.

CLAY MODELING.—Forms of plant and animal life reproduced in clay. 1, Mould perfect solid. 2. Mould modified form as found in plant or animal. 3. Mould object in relief. Reference: Prang's Use of Models.

FIRST YEAR—B CLASS.

READING AND SPELLING.—Oral lessons from chart and blackboard. First Reader may be used at the discretion of the teacher. Word, phonic and sentence methods combined. Begin with simplest words, names of familiar objects. Period I.—Select words from the first 17 lessons of First Reader. Period II.—Select words to page 26. Use the "word frames," having pupils build all new words in the lesson each day, with as many in review as possible. Have children write words on slates or ruled paper as soon as they are able. Endeavor from the first to impress children that the words MEAN something.

NUMBERS.—All combinations of numbers to 6, using numeral frames and objects, such as beans, cubes, squares, triangles, splints, shoe-pegs, toy-money, liquid measures, etc. Teach meaning and use of signs. Count by 2's to 10, beginning with 0 and 1. Count, read and write numbers to 50. Simple exercises daily on slates and blackboards. Roman numerals to correspond with reading lessons. California State Primary Number Lessons for reference.

GEOGRAPHY.—1. Develop the ideas of location, direction and distance. 2. Read Seven Little Sisters.

FIRST YEAR—A CLASS.

READING AND SPELLING.—California State First Reader to page 46. Drill in elementary sounds at each lesson. Pronounce words at head of lesson and in lesson several times before allowing pupils to study or read. Have pupils make very short and simple sentences containing the words in their lessons. See that they read the script as well as the print. Review frequently and have each lesson well read before passing it. Have one or more read the entire lesson at each

recitation, sometimes coming forward and facing the class. Spell words in lessons, both by sound and by letter, giving special attention to articulation, pronunciation and marks. Supplementary reading.

NUMBERS.—All combinations of numbers to 10; no remainders in division. Count by 2's and 3's to 25, beginning with 0, 1, 2, and 3. Count, read and write numbers to 100. Train to recognize the sum of any two figures at sight as two letters are recognized as a word. Practical examples, using toy-money; teach money table. Continue all other work of the B Class. State Primary Number Lessons and Hailman's Primary Methods for reference.

GEOGRAPHY.—1. Locate school house and pupils' residences, giving the name of the street and number of the house. Have the general direction between the two given, by the semi-cardinal points if necessary, and the distances reckoned by blocks. Teach name of the city and draw outline map of the school room. 2. Finish Seven Little Sisters.

FIRST YEAR—A, B AND C CLASSES.

WRITING.—Use long pencils and require pupils to sit erect and hold pencils correctly and naturally, from the beginning. Give light writing and show pupils how to move the fingers. Do not let them write too long at a time. The hand has a rounded appearance when the pen is properly held. Allow no writing with the left hand. Give much practice to the straight line, left and right curves, and principles, except the fourth. Give short words as you do letters, naming the lines, giving but one at a time. Illustrate on the blackboard in spaces ruled to correspond with slates and paper. Write each pupil's name and paste in front of his reader for constant reference.

LANGUAGE.—Read and tell simple stories, and have them reproduced by the children. Encourage them to give the substance of reading lessons in their own language, and tell what they see in the pictures. Talk about simple and

familiar objects of dress, food and furniture, developing facts as to name, production and use. Encourage children to tell what they have learned about such things, leading them to habits of observation and attention. Correct all faulty expressions. Full statements required in conversation and recitation. Teach pupils to recognize capital letters, the period and question mark. Have them construct short sentences containing words from charts and readers. Powell's How to See, How to Talk, and How to Write, for reference.

DRAWING.—Bradfield's Drawing Book, No. 1. National Blank Book. Dictation exercises. Drawing on blackboards. Drawing from objects.

ORAL INSTRUCTION.—Informal conversational lessons on familiar animals and plants. Characteristic parts and habits of these animals dwelt upon. Teach form in connection with Natural History. Comparisons made with the ball, circle and cylinder. Cube, square, angles and directions of lines also studied from objects; teach kinds of lines as to shape. Distinguish the primary colors. Reference books: Calkins' Primary Object Lessons and Mrs. Mayo's Object Lessons. Teach effects of alcohol and narcotics. Reference: Pathfinder No. 1.

MORALS AND MANNERS.—Enforce habits of cleanliness, neatness, and obedience to parents. Tell simple stories to illustrate honesty, truthfulness, and kindness. Tell what is, and what is not, proper behavior on playground, the street, and at home. Teach a few short maxims, have pupils repeat them in concert, and as soon as they are able, write them. Cowdery's Moral Lessons and Gow's Morals and Manners for reference. In this and in all higher grades it should be constantly borne in mind that true education is character building. Give lessons on cruelty to children and animals.

PHYSICAL EXERCISE.—Three times daily, or when the children are weary or inattentive. Open windows during the exercise; close them immediately afterwards. For illustra-

tion, see Mason's Physical Exercises. Endeavor to infuse animation, to make the children enjoy it. Secure good time in movements. Do not permit noisiness.

MUSIC.—Practice the scale. Teach half a dozen easy and suitable songs. Motion songs recommended. Try to secure correct time and good tone from the first. Fifteen minutes daily. Loomis' First Mu ic Reader, for reference.

SECOND YEAR—B CLASS.

READING AND SPELLING.—First Reader, from page 46 to 77. Same general methods as in First Year. Have pupils tell substance of each lesson in their own language. Talk and tell stories about it, and use every effort to make them see that the reading has a meaning, and to be able to express the meaning in a clear and natural way.

Pay attention to proper positions; pupils to stand erect on both feet, with book held well up in left hand. Practice sight-reading occasionally—som thing very easy. Teach the diacritical marks and sounds as they occur in the Reader. Have the words at the head of each reading lesson written on slates or ruled paper, as well as spelled orally and by sound. Examine the work of each pupil, and require careless work to be re-written. Spell common words used in conversation and recitation as they occur. Dictate sentences from reading lessons, or original ones containing same words, to be written; very slowly at first, and increase speed and quantity as fast as progress justifies.

NUMBERS.—All combinations of numbers to 25. Remainders in division may be given. Count by 10's to 100, forward and backward, beginning at 0, 1, 2, 3, 4. 5, 6, 7, 8 and 9. Teach combinations of 9 with other numbers. Give simple questions in mental arithmetic frequently. Number cards may be used. Add columns not exceeding 100, the sum not exceeding 1,000. Multiply and divide by 2 and 3, multiplicand and dividend not to exceed 1,000. Roman notation as far as reading lessons extend. Refer frequently to State Primary Number Lessons.

GEOGRAPHY.—Talk about lines and modes of traveling in and about the city. Develop the idea of distance by means of the inch, foot, yard, rod, block, and mile: Don't forget direction. Draw map of school-room and locate furniture.

SECOND YEAR—A CLASS.

READING AND SPELLING.—First Reader completed. Other work and instructions same as B Class. Teach sounds and diacritical marks.

NUMBERS.—All combinations of numbers to 50, with remainders in division. Count by 2's and 3's to 100, beginning with 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. Teach combinations of 6, 7 and 8, with other numbers. Develop idea of one-half and one-fourth by use of objects. Simple questions in Mental Arithmetic very frequently. Number cards may be used. Add numbers not exceeding 10,000, sums not exceeding 100,000. Multiply and divide by 2, 3, 4, and 5, multiplicand and dividend not to exceed 10,000. Roman notation as far as reading lessons are numbered. Use the ideas of the State Primary Number Lessons.

GEOGRAPHY.—Teach name of County and State and tell the children what they are. Talk to them simply about the people, animals, common plants and trees, climate, etc., of the county and vicinity. Draw outline map of the school-yard with school building properly located. Review B Class work except the map.

SECOND YEAR—A AND B CLASSES.

SUPPLEMENTARY READING.—Cats and Dogs—Johonnot.

WRITING.—Review principles, small letters and capitals. Have pupils re-write careless and incorrect writing. Begin each lesson with a movement exercise, and see that every pupil is in position and holding pen properly. Write only where lines are ruled to gauge relative height of letters. P. D. and S. Copy Book, No. 2½.

LANGUAGE.—Continue as in First year; require much writing on slate and blackboard of short sentences containing words at head of reading lessons; write short stories about familiar objects and what is seen in pictures, then read them. Fill elliptical expressions. Copy paragraphs from reader and read them. Call attention to words mispronounced and incorrect expressions of any kind used by children at any time; correct them impressively, without trying to give reasons. Teach use of capitals, period, and question mark, and to recognize other marks of punctuation used in the reader.

DRAWING.—Bradfield's Drawing Book, No. 2. National Blank Book. Dictation exercises. Drawing on blackboard. Drawing from objects.

ORAL INSTRUCTION.—Object lessons on the metals and other familiar substances, as wool, cotton, silk, glass, chalk, sponge, wood, etc., developing facts as to production and use. Develop idea of direction, height, length and width. Talk about common animals, their voices, where they live, what they eat, and what they do. Distinguish primary and secondary colors, and apply them to objects. Distinguish lines as to position. Same reference books as in First Year. Instruct on alcohol and narcotics. Refer to Pathfinder No. 1.

MORALS AND MANNERS.—Same as in First Year. Insist upon neatness in work as well as in person. Require politeness to teachers and schoolmates. Teach simple rules of health. A few more maxims. Make use of little incidents that occur in the school room and upon the play ground, involving the question of right and wrong, to impress the moral virtues. Reference books same as First Year.

PHYSICAL EXERCISE.—Same as in First Year.

MUSIC.—Fifteen minutes daily. Teach five or six new songs. Continue practice of scale. Require pupils to sit or stand erect. Suppress boisterous singing. Loomis' First Music Reader for reference.

THIRD YEAR—B CLASS.

READING AND SPELLING.—California State Second Reader, to page 53. Words at head of lesson to be repeatedly pronounced, and their meaning clearly explained before such lesson is read or studied. Require pupils to make sentences containing such words, thus making a valuable language lesson of the reading. Give special drill on words hard to pronounce, or commonly mispronounced, but do not stop the pupil in the middle of a paragraph. Continue drill in elementary sounds and diacritical marks as found in the reader. Aim to infuse animation by your example; this will go far to secure good expression, both of voice and face, and to break up the bad habits of hesitating and repeating. Frequent exercises in sight-reading, requiring the pupils to come forward and face the class, will do much to incite them to effort and inspire them with confidence. Do all work found in the reader. Spelling same as in First and Second Years, but much more of the writing from dictation may be required, both from readers and original sentences containing words used in oral lessons and common talk. Spell by sounds. Pupils should know all sounds and marks.

NUMBERS.—All combinations to 100. Much practice in addition, numbers to 10,000 and sums to 100,000. Multiply and divide by all the digits to 7, multiplicand and dividend not exceeding 100,000. Develop idea of fractions to eighths, with 1 for numerator. Roman numerals as far as reading lessons. Give much mental work; practical examples coming within the range of pupil's knowledge of mechanical work as they progress. Consult State Primary Number Lessons freely.

GEOGRAPHY.—Draw outline map of the city of Los Angeles giving attention to location, direction and distance. Locate on the map:—Los Angeles river; Alameda and San Fernando streets and Downey avenue; San Pedro street; Main and Kurtz streets; Spring street; Pearl and Figueroa streets; Jefferson, Adams, Washington, Pico, Seventh and Ninth streets; First, Temple and Aliso streets; the school

houses; court house; city hall; Sisters' hospital; Plaza; Nadeau, New U. S. and Westminster hotels. Make imaginary journeys about the city on cable lines.

THIRD YEAR—A CLASS.

READING AND SPELLING.—Second Reader from page 53 to 102. Other work and instructions same as B Class.

NUMBERS.—All combinations to 1000. Much practice in addition, numbers to 100,000 and sums to 1,000,000. Teach subtraction where reduction is necessary. Multiply and divide by all the digits, multiplicand and dividend not exceeding 1,000,000. No long division. Develop idea of fractions to twelfths, with numerator greater than 1. Roman numerals as far as reading lessons. Give much mental work with analysis; practical examples coming within the range of pupil's knowledge of mechanical work as they progress. Consult and use State Primary Number Lessons freely.

GEOGRAPHY.—Review work of lower classes. Teach pupils to tell what a county is, and study Los Angeles county by drawing an outline map, on which locate the following: Los Angeles and San Gabriel rivers; Santa Monica, San Fernando and San Bernardino mountains, and Old Baldy. Southern Pacific and Santa Fe Railroads, with branches to Santa Monica, Ballona, and San Pedro. The towns of San Fernando. Pasadena, Monrovia, Pomona, Long Beach, Wilmington, San Pedro and Santa Monica. Tell in what direction from Los Angeles County, Ventura, Kern, San Bernardino, and Orange counties are. Teach pupils to know what an ocean, a bay, a cape or point, and an island are.

THIRD YEAR—A AND B CLASSES.

SUPPLEMENTARY READING. — Feathers and Fur—Johonnot.

WRITING.—Review as in Second Year. Give much practice on whole arm and forearm movement as directed by the special teacher. P. D. and S. Copy Book, No. 3½.

LANGUAGE.—Copy reading lessons, with special attention to capitals and punctuation, then read them. Write short descriptions of objects and of incidents or events in which pupils are interested. Write and give orally substance of oral lessons in geography and natural history. Require reproduction of stories told or read at previous times. Proper use of capitals, periods, and interrogation points. Distinguish nouns, verbs, adjectives, and adverbs. No definitions. Continue careful correction of common errors in speech, and the writing of sentences containing certain words. Write letters, with attention to beginning, closing, and the address. State Language Lessons to Lesson 49 for reference.

DRAWING.—Bradfield's Drawing Book, No. 3. National Blank Book. Dictation exercises. Drawing on blackboard. Object drawing.

ORAL INSTRUCTION.—Object lessons with a view to developing and naming qualities of objects, as: rough, smooth, hard, soft, tough, brittle, transparent, opaque, sticky, slippery, flexible, elastic, combustible, fusible, soluble, porous, malleable, ductile. Plants, with Hooker's Child's Book of Nature, Part I, for reference. Review primary and secondary colors, and teach other common colors, brown, gray, purple, pink, etc. Reference: Calkins' Primary Object Lessons. Instruct on alcohol and narcotics. Refer to Pathfinder, No. 1.

MORALS AND MANNERS.—Same as First and Second Years.

PHYSICAL EXERCISE.—Two or three times daily. Care should be taken to secure good air in the room during the exercises, and to shut off draughts when through. Give breathing exercises. Aim at variety and strive against listlessness. Try to make these exercises such that pupils will ask for them.

MUSIC.—Teach whole, half, and quarter notes with corresponding rests. Read notes by letters and syllables. Ask questions on what has been taught. Loomis' First Music Reader, fifteen minutes daily.

FOURTH YEAR—B CLASS.

READING AND SPELLING.—Second Reader from page 102 to page 147. Pupils may be taught and called upon to give synonyms for words in the lessons. Occasional concert reading of paragraphs that have been thoroughly taught may be practiced. Often call upon pupils to read some instructive story to the class, make them feel it an honor, and use all your ingenuity in awakening an interest. Have pupils repeat after you, in concert, short sentences suitable for cultivating inflection and modulation and general voice training.

Spell from Reader and other text-books. Spell by letter, by sound, and in writing, using spelling blanks and pencils. Give attention to diacritical marks and silent letters. Pay special attention to neatness.

NUMBERS.—Continue all the work of Third Year, with much practice in addition. Divide by all numbers to 12 inclusive, by short division, and multiply by all numbers to 12 inclusive, as one operation. Teach multiplication and long division, the multiplier and divisor not to exceed two figures. Cover work up to 97th Lesson of Primary Number Lessons.

LANGUAGE.—Reproduce orally and in writing, reading lessons, stories of American history read by teacher, stories of pictures, and substance of oral lessons on any subject. Give careful attention to spelling, writing, capital letters and punctuation. State Language Lessons from Lesson 49 to 74.

GEOGRAPHY.—Draw map of California. Learn boundaries, name and locate five large cites, two rivers, two mountain ranges, Los Angeles county, S. P. and C. P. railroads, etc. Make imaginary journeys to different parts of the State by rail and ocean. Teach something of the plants, animals, climate, and products of the State. Review.

FOURTH YEAR—A CLASS.

READING AND SPELLING.—Second Reader, from page 147 to 193. Other work and instruction same as B Class.

NUMBERS.—Put State Primary Number Lessons into the hands of pupils and let them master it, beginning with Lesson 97. Teach U. S. Money, including simple bills. Continue all the work of the B Fourth Class.

LANGUAGE.—Reproduce stories from readers, from American History, read by teacher, from pictures, and from oral lessons on any subject; giving attention to spelling, penmanship, capitals, and pronunciation. Exercise pupils in letter writing, with careful attention to the beginning, closing, and address. State Language Lessons from Lesson 74 to Part II.

GEOGRAPHY.—Review Geography of the City, County, and State, with a short and simple outline of the government of each, including population in round numbers, history, commerce, industries, size, etc. Draw map of the city, locate points of interest, and show the nine wards. Show with the globe the shape and relative size of the earth and its relation to the sun, moon, and stars. Point out hemispheres and land comprising each.

FOURTH YEAR—A AND B CLASSES.

SUPPLEMENTARY READING.—Wings and Fins; Stories of Heroic Deeds, Johonnot.

WRITING.—P. D. and S. Copy Book, No. 4. Practice arm movements. Require correct position and enforce neatness. Have careless work rewritten.

DRAWING.—Free-hand Drawing Books, Nos. 5 and 6. Dictation exercises. Bradfield's Drawing Book, No. 4. First lessons in design—with circle. Drawing on blackboards. Drawing from objects.

ORAL INSTRUCTION.—Plants; their relative size, general structure, principal parts, and functions of each part. Hooker's Child's Book of Nature, Part I, and Gray's How Plants Grow, for reference. Review colors and lines and teach the different kinds of angles. Calkins' Primary Object Lessons.

Refer to Pathfinder No. 1 for instructions on alcohol and narcotics.

MORALS AND MANNERS.—Tell suitable stories, repeat maxims, insist upon general neatness, pure and chaste language; use works of reference recommended for First, Second, and Third Years.

PHYSICAL EXERCISE.—Same as in former years.

MUSIC.—Review what has been taught. Explain the staff. Teach names and relative value of the different notes and rests. Practice beating time. Loomis' First Music Reader, fifteen minutes daily.

FIFTH YEAR—B CLASS.

READING AND SPELLING.—Second Reader from page 193 to 238. Require pupils to write all new words, with synonyms and definitions, to be read and criticised as a part of the recitation. Require them to produce the subject matter of all pieces read. Have the lesson read once through, substituting for principal words synonyms or brief definitions. Practice freely the concert exercise of short sentences for training the voice, requiring your rendering to be closely imitated. Sight-reading, as often as practicable, from suitable periodicals or books. Pupils should be able to read an ordinary newspaper paragraph with readiness and intelligence. Try to make all recitations pleasant, by varying their character and avoiding monotony. Spell all new words in reader, and all other text books. Spelling contests occasionally. Word lessons in articulation, pronunciation, diacritical marks, and sounds. Spelling blanks, using pen and ink.

ARITHMETIC.—California Advanced Arithmetic to page 67. Subjects: Notation, Numeration, Addition, Subtraction, Multiplication, Division, and Factors. Much work on blackboard, giving simple test examples not found in book. Frequent mental exercises, original and from book. Daily drill in rapid addition. Review work of lower grades.

LANGUAGE.—Descriptive and Narrative Composition Lessons and first 30 lessons of Part II, California State Language Lessons. Letter writing.

GEOGRAPHY.—Study the United States, by the outlines furnished, in the order found in Harper's Introductory Geography, from page 69 to 34. Period I. Western or Highland States and map, States of the Plains; West and South Central States. Period II. North Central States; South, Middle, and North Atlantic States.

FIFTH YEAR—A CLASS.

READING AND SPELLING.—Second Reader completed. Other work and instructions same as B Class.

ARITHMETIC.—Advanced Arithmetic, from page 67 to 97. Subjects: Multiples and Common Fractions. Much work on blackboard, giving simple test examples not found in book. Develop idea of decimals, in connection with Common Fractions, whose denominators are 10, 100, etc. Frequent mental exercises, original and from the book. Daily drill in rapid addition. Reviews.

LANGUAGE.—Imaginative Composition Lessons; complete State Language Lessons, Part II. Letter writing and reviews.

GEOGRAPHY.—Complete the Introductory Book as follows: Period I. North and South America by outline. Draw maps. Period II. Europe and Asia. Review.

FIFTH YEAR—A AND B CLASSES.

SUPPLEMENTARY READING.—Flyers, Creepers and Swimmers; Stories of Our Country—Johonnot.

WRITING.—P. D. and S. Copy Book, No. 12. Continue drill in elements, small and capital letters, and practice of movement. Require the pupils' best and neatest work.

DRAWING.—Free-hand Books Nos. 7 and 8. Bradfield's Drawing Book, No. 5. Dictation. Fine drawing. Black-

board drawing. Exercise in designing. Drawing from objects.

ORAL INSTRUCTION.—Elementary Physiology and Hygiene. The Senses. Part II, Hooker's Child's Book of Nature, for reference. Refer to Pathfinder No. 1 for instructions on alcohol and narcotics.

MORALS AND MANNERS.—Conversational lessons on politeness and rules of deportment at home and in public places. Illustrate by common incidents of noticeably good or bad behavior. Keep neatness prominent in person, desk, books, examination papers, etc. Same reference as in lower grades.

PHYSICAL EXERCISE.—Twice a day. Consult Mason's or other suitable book on Physical Exercise for forms. May allow a pupil to lead. Secure animation.

MUSIC.—Loomis' Second Music Reader. Simple two-part songs and easy rounds. Count and beat time. Practice intervals. Fifteen minutes daily.

Grammar Department.

SIXTH YEAR—B CLASS.

READING AND SPELLING.—California State Third Reader to page 91. Encourage pupils to make free use of dictionaries. Pay special attention to the character of each selection, adapting the style of reading to the sentiment of the piece. Occasional concert reading of choice selections. Continue elocutionary drill in modulation, inflection, enunciation, and emphasis. Words in text books, especially geography, to be spelled. Spelling contests with other classes of same grade recommended—by sound, by letter, and in writing, with silent letters and sounds marked.

ARITHMETIC.—From page 97 to 128. Subjects: Review Common Fractions, Decimal Fractions, Bills, and Long Measure. Contracted and last five short methods at option of teacher. Rapid addition daily. Reviews.

GRAMMAR.—California State Grammar, Part I, to Lesson 32. Letter writing and composition continued.

GEOGRAPHY.—Harper's School Geography, commenced at page 24 and studied to page 53 by outlines, as follows: Period I. United States and map, New England, and Middle Atlantic States. Period II. South Atlantic, South Central, and North Central States. Draw map of North Central States.

SIXTH YEAR—A CLASS.

READING AND SPELLING.—Third Reader, from page 91 to 172. Other work and instructions same as B Class.

ARITHMETIC.—From page 128 to 154. Subjects: Surface, Cubic, Liquid, Circular, and Time Measure; Avoirdupois and Troy Weights; Longitude and Time. Rapid addition daily. Reviews.

GRAMMAR.—Complete Part I. of State Grammar. Letter writing and composition continued. Review.

GEOGRAPHY.—Study from page 53 to 86, the following, by outlines: Period I. West Central States, States of the Plains, and Highland States. Draw maps of the West Central and States of the Plains—northern division, and the Highland-Pacific States. Period II. Dominion of Canada, Mexico, Central America, South America, and review.

SIXTH YEAR—A AND B CLASSES.

SUPPLEMENTARY READING.—Claws and Hoofs; Stories of Other Lands.—Johonnot.

WRITING.—P. D. and S. Copy Book, No. 11. Correct position, penholding and neat work.

DRAWING.—Free-hand Books 8 and 9. Bradfield's Drawing Book No. 6. Dictation, limiting time. Drawing on blackboard. Designing with square. Drawing from objects.

ORAL INSTRUCTION.—Animals; Colton's Practical Zoology from page 1 to 24. Manufactures; how clothing is prepared; food articles, where and how obtained and prepared; different kinds of fuel and building materials. Instruct on alcohol and narcotics from Pathfinder No. 2.

MORALS AND MANNERS.—Energy, activity, directness of purpose, self-reliance, perseverance and endurance, as contributing to success in life; apply them to the performance of school duties. Show the evil effects of want of energy, indecision, laxity of purpose. Same reference books as before.

PHYSICAL EXERCISE.—Twice a day, as in Fifth Year.

MUSIC.—Loomis' Third Music Reader. Practice sight singing in all the keys. Fifteen minutes daily.

SEVENTH YEAR—B CLASS.

READING AND SPELLING.—Third Reader, from page 172 to 252. Pupils in this grade should learn something of the author of every piece studied. Appoint certain ones from day to day to find out and report to the class something more of the authors than the book gives—having them bring in and read suitable selections from their writings. Make the developing and training of voices the object of frequent and suitable exercise. The training of pupils in reciting "declamations" may profitably be made a part of regular lessons in reading, care being taken in the selections. Use dictionaries freely. Special attention to words in Geography and History for spelling. Inter-class contests, once or twice each term, recommended, on same conditions as in Sixth Year. Mark sounds and silent letters.

ARITHMETIC.—From page 154 to 181. Subjects: Denominate Numbers, U. S. Money, Analysis, Proportion and Partnership. Rapid addition daily. Reviews.

GRAMMAR.—State Grammar, Part II, from Lesson 49 to 103. Write compositions and letters. Review.

GEOGRAPHY.—From Page 86 to 119, the following by outlines: Period I, Europe and Asia. Period II. Oceanica, Africa, and review. Draw maps of Europe and Africa.

SEVENTH YEAR—A CLASS.

READING AND SPELLING.—Third Reader from page 252 to 331. Other work and instruction same as B Class.

ARITHMETIC.—From page 181 to 204. Subjects: Percentage, Profit and Loss, Commission, Insurance, Taxes, Duties, Stocks. Rapid addition daily. Reviews.

GRAMMAR.—State Grammar, from Lesson 103 to 162. Write compositions and letters.

GEOGRAPHY.—Period I. The first 24 pages of the book. Special Geography of California by outline, as far as Forests. Period II. California finished. A general review with special attention to the United States. Draw map of California.

SEVENTH YEAR—A AND B CLASS.

SUPPLEMENTARY READING.—Stories of Olden Times, Johonnot.

WRITING.—P. D. and S. Copy Book, No. 7. Grade pupils on careful, painstaking work.

DRAWING.—Free-hand Books, Nos. 10 and 11. Bradfield's Book No. 7 and American Blank Drawing Book. Lessons in design. Blackboard drawing. Dictation. Drawing from objects.

ORAL INSTRUCTION. —Animals. Colton's Practical Zoology from page 24 to 86. Instruct on alcohol and narcotics from Pathfinder, No. 2.

MORALS AND MANNERS.—Lessons on the rights of property, duties of citizenship, respect for authority, respect for age, filial obedience. Take advantage of current incidents of daily news to impress a lesson in good manners or morality upon your pupils. Same reference books as before.

PHYSICAL EXERCISE.—Arm movements and breathing exercises, as directed in Swett's School Elocution.

MUSIC.—Loomis' Third Music Reader.

EIGHTH YEAR—B CLASS.

READING AND SPELLING.—Third Reader from page 331 to 411. Pursue same general plan as in Seventh Year. Do not allow trashy selections to be recited or read.

ARITHMETIC.—From page 204 to 246. Subjects: Interest, Partial Payments, Compound Interest, Accounts, Square and Cube Roots. Omit "Average of Payments" and "Average." Rapid Addition daily. Reviews.

GRAMMAR.—From Lesson 175 to 221. Write compositions and letters. Review.

U. S. HISTORY.—State Series from Chapter XIV to XXIV.

EIGHTH YEAR—A CLASS.

READING AND SPELLING.—Complete Third Reader and follow instructions for B Class and Seventh Year. The spelling of words in History and Physiology to be made a part of each recitation, and these words specially used in the "contests," which are advised, as in the lower grades. Mark sounds and silent letters.

ARITHMETIC.—Complete the book with a General Review.

GRAMMAR.—Complete the Book. Study Chapter VII. previously omitted. Punctuation, letter writing and review

U. S. HISTORY.—Finish the Book.

EIGHTH YEAR—A AND B CLASSES.

SUPPLEMENTARY READING.—Johonnot's Ten Great Events in History. Irving's Sketch Book,

WRITING.—P. D. and S. Copy Book, Nos. 7, 10 or Book of Alphabets as directed by the special teacher.

DRAWING.—Free-hand Drawing Books, Nos. 11 and 12, and Bradfield's Drawing Book No. 8. Lessons in designing from natural objects. Dictation Exercises. Drawing on blackboard. Drawing from objects.

ORAL INSTRUCTIONS.—Animals; page 86 to end of Colton's Zoology. By this time the pupils should be able to

pass examination in the elementary facts of Botany, Zoology, Physiology, and Natural Philosophy. Refer to Pathfinder No. 2 for instruction on alcohol and narcotics.

MORALS AND MANNERS.—Adapt any of the suggestions to lower grades on this subject that are suitable for your class. Give an occasional earnest talk, (no set speeches), remembering that illustrations and facts are better than theories. Gow's Morals and Manners and Cowdery's Moral Lessons for reference.

PHYSICAL EXERCISE.—Same as Seventh Year.

MUSIC.—Loomis' Third Music Reader.

NINTH YEAR—B CLASS.

PHYSICAL GEOGRAPHY.—Maury's.

PHYSIOLOGY.—Hutchison's.

GEOMETRY.—Hill's Lessons.

LATIN.—The Beginner's Latin Book. Collar and Daniell.

CRITICAL READING.—Hughes' "Tom Brown's School Days." Kingsley's "Greek Heroes."

PRONUNCIATION AND SPELLING.—Metcalf and De Garmo's "Dictionary Work for Common Schools."

COMPOSITION.

DRAWING.—Mechanical Book No. 14, Free-hand Book No. 13.

NINTH YEAR—A CLASS.

BOOKKEEPING.—Child's Essentials.

ENGLISH HISTORY.—Gardiner's.

GEOMETRY.—Hill's Lessons.

PRACTICAL ENTOMOLOGY.—Cooke's.

RHETORIC.—First 30 lessons of Kellogg's Text Book.

CRITICAL READING.—Scott's "Lady of the Lake."

PRONUNCIATION AND SPELLING.—Metcalf and DeGarmo's "Dictionary Work for Common Schools."

LATIN.—Collar and Daniell.

DRAWING.—Mechanical Book No. 15; American Blank Drawing Book.

NINTH YEAR—A AND B CLASSES.

ORAL INSTRUCTION, MORALS AND MANNERS, PHYSICAL EXERCISE AND MUSIC.—Review work of lower grades.

CONDENSED COURSE OF STUDY.

Text Books.	Periods.	PRIMARY GRADES. First.		Second.		Third.		Fourth.		Fifth.		GRAMMAR GRADES. Sixth.		Seventh.		Eighth.	
Class		B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
First Reader, California State Series	1		25	53	104												
	2		46	77	End												
Second Reader, California State Series	1					29	80	123	170	216	263						
	2					53	102	147	193	238	End						
Third Reader, California State Series	1											50	131			372	448
	2											91	172	252	331	411	End
Primary Arithmetic, Cal. State Series	1								133								
	2							120	End								
Advanced Arithmetic, Cal. State Series	1									43	82	113	143	168	194	221	259
	2									67	97	128	154	181	204	246	End
Language Lessons, Cal. State Series	1							50		117	146						
	2							60	80	134	End						
Grammar, California State Series	1											25	52	96	153	216	260
	2											35	63	120	176	237	End
U. S. History, California State Series	1															98–179	303
	2															246	End
Geography, Harper's Introductory										69–34	104						
Geography, Harper's School												24–53	86	119	24 Cal		
Music Reader, Loomis'	No.	1	1	1	1	1	1	1	1	2	2	3	3	3	3	3	3
Copy Book, (P. D. & S.)	No.			2½	2½	3½	3½	4	4	12	12	11	11	7	7	7	or 10
Bradfield's Drawing Book	No.	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8
Free-hand Drawing Book								5	6	7	8	8	9	10	11	11	12

High School.

Miss ELIZABETH A. PACKARD, Principal,
Literature.

Mrs. MARY L. CHAPMAN, Vice-Principal,
Science.

Miss FLORENCE A. DUNHAM,
History.

Mrs. MARGARET J. FRICK.
English.

Miss CLARA LILLIBRIDGE,
Mathematics.

Miss A. GENEVIEVE SHARPE,
Mathematics.

Miss ALMA S. BRIGHAM,
Latin and Physiology.

Miss M. HELEN WOOSTER,
Latin and Greek.

HIGH SCHOOL COURSE OF STUDY.

		Scientific.	Literary.	Classical.
Ninth Year.		Elementary Geometry.	Elementary Geometry.	Elementary Geometry.
		English.	English.	English
	B	Physiology.	Physiology.	Physiology.
		Physical Geography.	Latin.	Latin.
		Drawing, Books 13 and 14.	Drawing, Books 13 and 14.	Drawing, Books 13 and 14.
		Elementary Geometry.	Elementary Geometry.	Elementary Geometry.
		English.	English.	English.
		English History.	English History.	English History.
	A	Book-keeping.	Latin.	Latin.
		Drawing, Book No. 15.	(Book-keeping optional.)	(Book-keeping optional.)
		Entomology (weekly.)	Drawing, Book No. 15.	Drawing, Book No. 15.
			Entomology (weekly.)	Entomology (weekly.)
Junior Year.		Algebra.	Algebra.	Algebra.
		English (Literature.)	English (Literature.)	English (Literature.)
	B	English (Rhetoric.)	English (Rhetoric.)	English (Rhetoric.)
		Civil Government, or	Latin.	Latin
		Botany (Spring term.)	(Civil Government optional.)	(Civil Government optional.)
		Drawing, No. 16. Objects.	Drawing, No. 16. Objects.	Drawing, No. 16. Objects.
		Algebra, to Quadratics.	Algebra, to Quadratics.	Algebra, to Quadratics.
		English.	English.	Greek.
	A	Grecian History.	Grecian History.	Grecian History.
		Botany or	Latin.	Latin.
		Civil Government (Fall term.)	Drawing, No. 16. Objects.	Drawing, No. 16. Objects.
		Drawing, No. 16. Objects.		

Middle Year.		Plane Geometry.	Plane Geometry.	Plane Geometry.
		English.	English.	English.
		Roman History.	Roman History.	Roman History.
	B	Physics.	Latin.	Latin.
		Drawing, No. 17. Light, Shade, Shadow.	Drawing, No. 17. Light, Shade, Shadow.	Greek. Drawing, No. 17. Light, Shade, Shadow.
		Geometry.	Geometry.	Geometry.
		English.	English.	English.
	A	Chemistry.	Chemistry or Botany.	Greek.
		Physics.	Latin.	Latin.
		Drawing, No. 17. As in B.	Drawing, No. 17. As in B.	Drawing, No. 17. As in B.
Senior Year.		Astronomy.	Astronomy or Zoology.	Greek.
		English.	English.	English.
	B	Reviews of Arithmetic, Grammar, and Geography.	Reviews of Arithmetic, Grammar, and Geography.	Reviews of Arithmetic, Grammar and Geography.
		Zoology.	Latin,	Latin.
		Drawing, No. 18. Perspective.	Drawing, No. 18. Perspective.	Drawing, No. 18. Perspective.
		Mathematics—Quadratics, Geometry.	Mathematics—Quadratics, Geometry.	Mathematics—Quadratics, Geometry.
		English.	English.	English.
	A	Review of History, and Epochs of Modern History, ½ Semester. Elocution, ½ Semester. Political Economy (weekly.)	Review of History, and Epochs of Modern History, ½ Semester. Elocution, ½ Semester. Political Economy (weekly.)	Review of History and Epochs of Modern History, ½ Semester. Elocution, ½ Semester. Political Economy (weekly.)
		Chemistry, ½ Semester. Geology, ½ Semester.	Latin.	Latin.
		Drawing, No. 18. Perspective.	Drawing, No. 18. Perspective.	Drawing, No. 18. Perspective.

MISCELLANEOUS.

I. *Election of Course.*—On entering the High School a regular course must be elected. A change may be made only at end of Junior Year, unless in exceptional cases upon satisfactory reasons set forth in writing by parents or guardians.

II. *Partial Course.*—Upon written request of parents or guardians, pupils may be allowed to pursue a partial course, but such are not candidates for graduation.

III. *Graduation.*—Pupils are graduated upon satisfactory completion of any regular course. In each class the ten pupils having the highest standing in deportment and in scholarship for entire course will have the honor of speaking in the Commencement exercises. These will be taken from each course in proportion to the number enrolled therein at the end of the Senior Year.

IV. *Rhetorical Exercises.*—All pupils are active members of the "Star and Crescent Literary Society," which meets on first and third Friday afternoon of each school month. Every regular graduate who has commendably fulfilled his society duties is publicly presented with a gold Star and Crescent pin, which admits him to the Alumni Association.

V. *Admission to College.*—Graduates are at present admitted, on Principal's recommendation, without examination, to the State University at Berkeley; also to Smith, Vassar and Wellesley Colleges.

TEXT-BOOKS IN HIGH SCHOOL.

Child's Essentials of Book-keeping.
Hill's Lessons in Geometry.
Wentworth's Complete Algebra.
Wentworth's Plane and Solid Geometry.
Wentworth & Hill's Exercise Manual, No. III.
Kellogg's Rhetoric.
Ginn's Plutarch's Lives.

Rolfe's Lady of the Lake, Lay of the Last Minstrel, Merchant of Venice, Julius, Cæsar.

Lovell's Alhambra, Newcomes.

Clark & Maynard's (English Classics) Sir Roger de Coverley, Riverside Evangeline, Snow Bound, Vision of Sir Launfal.

Macmillan's Burke, Vol. I.

Meiklejohn's English Language.

Gardiner's English History.

Sheldon's Greek and Roman History. (Leighton for reference.)

Macy's Our Government.

Hutchison's Physiology.

Maury's Physical Geography.

Cooke's Practical Entomology.

Gray's School and Field Book of Botany.

Gage's Introduction to Physical Science.

Williams's Introduction to Chemical Science.

Sharpless & Phillip's Astronomy.

Holder's Elements of Zoology.

Collar & Daniell's Beginners' Latin Book.

Allen & Greenough's Latin Grammar, Cæsar, Cicero, Virgil.

Jones' Exercises in Latin Prose Composition.

Leighton's Greek Course.

Goodwin's Greek Grammar, Xenophon's Anabasis.

Keep's Homer's Iliad.

Jones' Exercises in Greek Prose Composition.

Blake's Homer's Lexicon.

Bartholomew's Drawing Books.

American Blank Drawing Book.

Silver Carols.

AN OUTLINE

OF THE

COURSE IN ENGLISH

IN

LOS ANGELES HIGH SCHOOL.

(Arranged for four years' work, each term presupposing thorough knowledge of previous work.)

B NINTH.

I. *Literature and Expression.*—Plutarch's Lives. Substance of text in pupil's own language, oral and written. Anecdotes from supplementary reading. Short sketches of various characters, introducing outside material.

II. *Reading.*—Attention to position, enunciation, expression.

III. *Dictionary Work.*—Diacritical marks, rules for pronunciation. Exercises on words frequently mispronounced, or misspelled. Spelling of proper names.

IV. *Grammar.*—Attention to capitals, punctuation, margins, headings and general appearance. Short sentences, clearness and simplicity required. False syntax from written exercises corrected in class.

V. *Further Composition Work.*—Newspaper paragraphs on local occurrences. Letters in answer to advertisements. Descriptions of persons, fine pictures, of interiors of rooms or buildings, of exterior, from observation.

VI. *Dickens' Christmas Carol* read just before Christmas. Special attention to its oral reading and character painting.

A NINTH.

I. *Literature and Expression.*—Scott's Lady of the Lake. A Canto read through for the story, then re-read, giving meaning of words, looking up geographical and other allusions, seeing beauty of figures, Scottish scenery, history and life. Memorizing, and weaving parts memorized into written work. In this and all subsequent reading, the life of author and his place in literature. Marked differences between poetry and prose. Transposition of verse into prose. Descriptions of scenery from poem and from nature. Short description of personages. Oral and written telling of story. Outline of each Canto. Amplifications of situations by introducing imaginary details.

II. *Reading.*—As in B Ninth. Effort to make it pleasurable to listeners.

III. *Dictionary Work.*—As in B Ninth.

IV. *Grammar.*—Kellogg's Rhetoric, 30 lessons. Simple, compound, and complex sentences by analysis and synthesis. Participles and Infinitives. Transposition and transformation of phrases and clauses. Punctuation. Order and clearness in arrangement and expression should be secured before completing the grade.

Tales of a Grandfather for reference.

JUNIOR B.

I. *Literature and Expression.*—1. Irving's Alhambra. Discussion of meaning of unfamiliar words. Moorish and Spanish scenery, architecture, customs, legends. Talks by teacher or pupils from Conquest of Granada. Expression of

one thought in as many ways as possible. Attempts to reproduce in style of author. Oral and written narrative and description. Reproduction of stories giving different endings or introducing imaginary adventures. Given a group of characters to imagine stories. Imitative sketches taken from Spanish life in Southern California.

2. Longfellow's Evangeline. Shades of meaning of words. Studies in elegance and imagery. Varieties of the phrase. Scansion. Descriptions and narratives continued. Character studies. Comparison of Arcadian life with that of the Pilgrims in Courtship of Miles Standish. Comparison of Evangeline with Priscilla.

II. *Rhetoric.*—Kellogg's Qualities of Style. Synonyms. Dictation for punctuation. Paragraphing.

Authors' birthdays observed throughout Junior Year. Pupils expected to read something of authors outside of class requirements, and to report on home reading.

JUNIOR A.

I. *Literature and Expression.*—1. Whittier's Snow Bound. New England winter scenery and life. Description of different days from observation. Paraphrases. Exposition of certain passages. Special attention to rhetorical figures.

2. Addison's Sir Roger de Coverley. Study of social life of the period. Verbal peculiarities. The sentence rhetorically studied. Character sketches. Imaginary letters in imitation of the Spectator.

3. Scott's Lay of the Last Minstrel. Scottish life, historical and other side lights. Comparison with Lady of the Lake. Composition, oral and written, as before—narration, description, exposition, amplification, paraphrasing. Outline of each Canto.

II. *Rhetoric.*—Kellogg's, completed. Mastery of scansion. Letter-writing, business and social forms. Writing telegrams for concise wording.

MIDDLE B.

Literature and Expression.—1. Lowell's Vision of Sir Launfal. Memorizing of large portions. A study of Beauty in thought and language. Analysis of imagery. Tennyson's Holy Grail read to the class, and the two poems compared. Essays on subjects connected with the vision.

2. Shakespeare's Merchant of Venice. Training in oral dramatic reading. Prosody. Elizabethan grammar and analysis of sentences. Peculiarities and difficulties, verbal or other. Imagery. Memorizing of selections. Ability to place prominent passages Character sketches verified by quotation. Interpretation of text. Argumentative writing based on play. Final tabulated analysis of entire plot.

3. Vol. I. of Thackeray's Newcomes. Class discussion of home reading. Oral debates. Qualities of style. Dictation for punctuation. Character studies, phases developed in relations of personages to one another.

Pen pictures of critical occasions in lives of men or nations, to secure vividness.

MIDDLE A.

Literature and Expression.—1. Vol. II. of the Newcomes, studied as Vol. I.

2. Hale's Longer English poems, selections. Goldsmith's Traveler and Deserted Village, Cowper's Heroism and Mother's Picture, Gray's Elegy, Burns' Cotter's Saturday Night, Byron's Prisoner of Chillon, Scott's Cadyow Castle, Pope's Rape of the Lock. Outlines, abstracts, pharaphrases, comments on selected portions—oral and written. Qualities of style. Saxon, Latin and French elements in diction, studied somewhat. Imaginary pen pictures suggested by Deserted Village. Memorizing of Elegy. Writing of imaginary conversation at the Cotter's. One original story secured, if possible.

During middle year each student reads at home, and writes reviews of four books, chosen, one each, from the following: travels, history, biography, essays, poetry and fiction. The teacher is con-

sulted as to choice. At close of year each student also presents an essay, story, or book-review, usually based upon literature work, illustrated by ornamented covers and other drawings in pencil or ink, or by photographs taken by the writer.

SENIOR.

I. *History of English Language and Literature.*—Based on Meiklejohn, but largely following the "Seminary" method.

II. *Reading.*—Of Chaucer's Prologue to Canterbury Tales (as a poem and picture-gallery, not as a study in early English), and of extracts from classic authors, to accompany History. Pilgrim's Progress read at home.

III. *Grammar.*—Reviewed.

IV. *Literature and Expression.*—1. Hale's Longer English Poems completed with critical study. Diction of all, and word-derivation in Spenser's Prothalamion. Essays on themes connected with reading. Illustrative portions of essays by Macaulay, Lowell, Stedman, Matthew Arnold and others, used in class for aid towards criticism.

2. Burke's Select Works, Vol. I. Studied according to a printed outline. Attention directed to historical connection, subject matter, oratorical style, reasoning. Constant practice on paraphrases and abstracts. Close arguments of American speeches, from memory.

3. Shakespeare's Julius Cæsar. Historical and social setting. (Plutarch and Froude for reference.) Diction. Shakespearean grammar. Intrepretation. Parallel passages. Development of character. Arguments, oral and written, on questions suggested by play. Dramatic construction.

Final tabulated analysis.

Commencement essays prepared during first half of closing semester.

[Indebtedness is acknowledged to Outlines of High School in Oakland and San Francisco.]

OUTLINE OF LATIN COURSE.

B NINTH.

Collar & Daniell's Beginner's Book begun.

A NINTH.

Collar & Daniell's Beginner's Book completed.
Cæsar's Gallic War, Book II.

JUNIOR B.

Cæsar's Gallic War, Books III and IV.
Jones' Latin Composition begun.
Sight reading of easy passages.

JUNIOR A.

Cæsar's Gallic War, Book I.
Jones' Latin Composition continued.
Sight reading.

MIDDLE B.

Cicero, 3 Orations against Catiline.
Jones' Latin Composition continued.
Sight reading.

MIDDLE A.

Cicero, 4th Oration against Catiline; Orations *Pro Archia Poeta* and *Pro Lege Manilia*.
Jones' Latin Composition finished.
Sight reading.

SENIOR.

Virgil's Æneid, 6 Books.
Prosody. Latin composition, connected passages.
Sight reading of Eclogues.
Reviews.

SYNOPSIS

OF THE

Minutes of the Board of Education,

FROM JULY 1ST, 1888, TO JUNE 30TH, 1889.

July 3d, 1888.—Bills audited.

One hundred and twenty-eight teachers elected to serve at the pleasure of the Board.

The salary of the Superintendent fixed at $250 per month; that of Deputy Superintendent at $125 per month; that of Superintendent of Janitors and Repairs at $115 per month, he to feed the horse belonging to the department; and that of the Assistant to Superintendent of Janitors and Repairs at $70 per month.

Reports of architects employed *pro* and *con* to examine Brooklyn street school read, and subject referred to special building committee with power to act.

Bill ordered paid of W. M. Fletcher, contractor, for $667.

Mrs. Averill, Deputy Superintendent, granted leave of absence during July without salary.

Voted that schools reopen October 1st, 1888.

July 7th.—No quorum.

Two members adjourned.

July 9th.—General Brierly, Deputy County Superintendent, presented discrepancies in Census Marshal's report, and was authorized to incur necessary expense to make proper corrections.

Six more teachers elected to serve at pleasure of the Board.

Leave of absence to January 1st, 1889, granted to Misses Emma Wait and Lizzie Packard, teachers.

Text books adopted for use in High School.

Vote of thanks extended to Trustees of Baptist Church for use of their church for High School commencement drill.

Superintendent granted one week's leave of absence to attend National Educational Association in San Francisco.

July 11th.—Managers of Orphans' Home granted use of a room in Castelar street school, for summer school.

The following assignments of Principals of Buildings was made:

1. Arroyo avenue, Miss E. M. Snyder.
2. Hellman street, Miss Janet M. Henderson.
3. Griffin avenue, Miss Helen E. Hunt.
4. Macy street, Miss Jeanne Ross.
5. Breed street, Miss Jessie E. Frater.
6. Railroad street, Mrs. M. A. White.
7. Amelia street, Miss Addie Murray.
8. Garey street, Mrs. E. A. Hanchette.
9. Seventh street, H. D. Burnett.
10. Castelar street, Mrs. C. G. DuBois.
11 Temple street, H. A. Smith.
12. Sand street, Geo. D. Howland.
12. Pearl street, Mrs. A. W. North.
14. Normal Primary, Miss M. M. Knapp.
15. Spring street, A. E. Baker.

16. Eighth street, Miss M. K. Scott.
17. Montgomery street, Miss Lizzie F. Keller.
18. Pine street, A. W. Plummer.
19. San Pedro street, Miss Eliza P. Myrick.
20. Brooklyn Street, M. C. Bettinger.

Resolution adopted that all buildings having eight or more schools, have an Assistant Principal.

The following schedule of salaries adopted:

Principals of eight or more schools, $135.00 per school month. Principals of four or more and less than eight schools, $115.00 per school month. Principals of less than four schools $95.00 per school month. Assistant Principals, $10.00 per school month in addition to regular salaries.

Principal of Drawing, $165.00 per school month. Principal of Writing, $125.00 per school month. Principal of High School, $135.00 per school month. Assistants in High School $115.000 per school month. Three other grades of salaries for all other teachers, viz.: $80.00, $85.00 and $90.00 per school month, acccording to ability, and that all persons teaching for the first year in the city receive $80.00 per school month, unless assigned to some position for which salary is fixed as above.

August 7th.—Ordered that warrants be drawn for W. M. Fletcher for $2347.00 and A. M. Edelman for $469.45, and placed in hands of Building Committee to be delivered when the work on Brooklyn street school is satisfactorily done, or assurance given that any defects will be properly attended to at expense of contractor or architect.

Bills audited.

Resignations of Misses M. S. Clark, C. E. Wilson, Louise Grove and Annabel Tuttle, as teachers, accepted.

Miss M. K. Scott, Principal Eighth street school, granted leave of absence until February, 1889.

Secretary instructed to advertise for bids for coal as per schedule.

Resignation of A. W. Plummer, Principal Pine street school, accepted.

Gen. Brierly reported that in correcting the Census Marshal's report, the additions exceeded the omissions, so that about $2,000.00 will be added to city school funds.

Gen. Brierly's bill for above work allowed, and vote of thanks tendered him by Board.

Ten teachers elected at pleasure of the Board.

Supply Committee was authorized to replace old desks in the department with new ones now on hand.

August 21st.—Bids opened for stationery, coal, and library books for ensuing year, and referred to proper committees.

August 23d.—Voted that parties engaged in moving fence at Spring street school suspend work until Board is satisfied of correct boundary.

Bid of Merrill and Cook at $1,303.02 for stationery was accepted.

Bid of Lazarus and Melzer at 30½ per cent. off publishers' prices for furnishing library books accepted.

The Board resolved itself into a committee of investigation to examine and decide upon the quality of the various coals presented.

Mr. Hanly instructed to remove fence and outbuildings on lot on Hellman street, for widening the street, provided it be done without expense to the Board.

Secretary directed to advertise for bids for construction of two-room school building on P. M. Scott Tract, according to plans and specifications of Costerisan and Forsythe.

Secretary directed to notify Mr. Scott that Board is ready to erect school building on the lot donated by him when he furnishes clear certificate of title.

August 24th.—Voted that the Board purchase 100 tons Aztec Coal at $8.75 per ton.

September 4th.—Bills audited.

Bids for erection of two-room school house on Scott Tract opened, and that of Roth and Fellner for $2,824 accepted.

Resignation of Miss Maggie Desmond, a teacher, accepted.

Leave of absence, on account of ill health, granted to Superintendent Friesner, till January 1st, 1889, without pay.

Resolution unanimously adopted regretting the necessary absence, and expressing the hope of his return to his office with renewed health.

Miss O'Hanlon, Miss F. A. Dunham and Mrs. G. Croft elected teachers.

A. E. Baker appointed Superintendent pro tem. at a salary of $200.00 per month.

Proposition received from J. H. Burkes and others to erect at junction of Lemon street and Santa Fe avenue, a room for a public school. Proposition accepted.

Secretary instructed to advertise for plans and specifications for a four room school building, cost not to exceed $6,000, also for erection of a two-room school building on San Pedro street.

Employment of Janitors referred to Janitors' Committee with power to act.

September 5th.—Certificate of title to lots in Scott tract declared unsatisfactory to Board, and Roth and Fellner to erect the two-room school building on San Pedro street, instead of on Scott tract.

Building Committee instructed to tear down old building on San Pedro street, when contract is let for new building.

September 7th.—Certificate to title of lots in Scott tract declared satisfactory, and action of meeting of September 5th in regard to it rescinded.

Roth and Fellner, in accordance with their bid, to erect a two-room school building on lots donated by P. M. Scott, on Aurora street.

Ordered that fence be built across rear and front of Brooklyn street school yard, at the expense of the Board, and that the Board bear one-half of the cost of a fence on either side of said yard.

September 11th.—Report of the Teachers' Committee on assignment of teachers, submitted and adopted.

September 15th.—Bids opened for erection of two-room school building on San Pedro street.

Bid of W. J. Downey for $2,584.00 being the lowest, was accepted.

Various plans presented by the architects of this city for a four-room school building, considered and referred to Building Committee.

Miss M. A. Kerrins elected a teacher in the Department.

Communication from A. H. Judson concerning Highland View property, read and ordered filed. The subject matter referred to Building Committee.

Leave of absence, for one month, granted to Miss Verhave, a teacher, on account of sickness.

Request for leave of absence by Miss M. L. Hutchinson, not granted.

Mr. A. M. Edelman, architect, directed to repair tank at Brooklyn street school, in accordance with written agreement.

Application of W. F. Bray for Superintendency of the schools ordered filed, there being no vacancy.

September 18th.—Chairman of Building Committee authorized to rent building corner Aliso and East First streets, for three months at $25 per month.

Mrs. W. D. Campbell elected a teacher.

The proposition of Mr. A. H. Judson, concerning Highland View school property, received and committee granted further time to investigate.

September 22d.—Plans and specifications of Preston & Son for two four-room buildings, one on Montgomery street, and the other on Diamond street, accepted.

Secretary authorized to advertise for bids for the construction of said buildings.

Building Committee instructed to return plans and specifications to J. C. Newsom for further details.

Communication received from Finlayson & Finlayson in regard to proposition of A. H. Judson for Highland View school property.

Mrs. I. B. Huber elected a substitute teacher.

Miss Ida L. Hall elected a regular teacher.

Resignations of Misses Jessie Frater and M. L. Hutchinson, teachers, accepted.

Janitors' Committee reported that Janitors had been appointed to serve at pleasure of Board.

September 24th.—Plans and specifications of J. C. Newsom for two four-room buildings on Tenth street and Macy street lots accepted.

Secretary directed to advertise for bids for erection of buildings according to above plans and specifications.

October 2d.—Bills audited.

Bids for construction of four-room school buildings opened. Action postponed.

Communication from A. H. Judson, relative to school property on Highland View, ordered filed.

Matter of renting rooms on Diamond, Georgia, Temple and Hellman streets, referred to Building Committee and Superintendent Baker with power to act.

General Janitor authorized to complain to Health Officer regarding a grader's camp at Griffin avenue.

Resignations of Miss Barrett and Mrs. W .D. Campbell, teachers, accepted.

Mrs. Dunwell, Mrs. White, and Misses Featherston and Kennedy elected teachers.

October 3d.—Bid of Otto Will accepted for erection of two school houses, one on Diamond and one on Macy street, according to plans of Preston & Son.

Plan of Preston & Son accepted for two additional buildings on Montgomery and Tenth street lots.

Secretary to advertise for bids for construction of buildings according to above plans.

A copy of Secretary's letter to Mr. Judson read and ordered filed.

October 4th.—Bid of Mr. Loehr for erection of two school houses, one on Montgomery and one on Tenth street, according to plans and specifications of J. C. Newsom, reconsidered and accepted.

October 9th.—Lot on Diamond and Alvarado streets declared unsatisfactory, and action of Board locating school building thereon rescinded, and contract entered into with Mr. Otto Will to erect instead a building in East Los Angeles on city property fronting North Chestnut street.

Mr. Day authorized to have erected a one-room building on Spring street lot, and one on Eighth street lot.

October 24th.—The two one-room buildings on Spring street and Eighth street lots reported completed at cost of $425.00 each.

Bills audited.

Miss Abbie Parmiter and Wm. H. McIlmoil elected teachers.

Miss Brauer appointed Assistant Principal at Pine street school, Miss Fitzmier at Brooklyn street school.

Janitor of Spring street school removed, and Mr. MacMillan appointed.

Nov. 7th.—Bills audited.

Church building near Carey's property on Temple street rented at $5.00 per month for school purposes.

Matter of steps at Macy street school referred to Building Committee with power to act, provided cost does not exceed $165.00.

Miss Margaret Bingham elected a teacher.

Miss B. E. Gordon elected Principal of Pine street school in place of Mrs. FitzGerald who, at her own request, was transferred to Castelar street, as Assistant Principal.

Miss Gray appointed Assistant Principal at Brooklyn street school; Miss Fitzmier having resigned.

November 20th.—Request of Superintendent of Boys' and Girls' Aid Society of San Francisco to address different classes of city schools, referred to Superintendent.

Resignation of Mrs. Dunwell, a teacher, accepted.

Building Committee reported the completion of the two-room buildings on Scott Tract and San Pedro streets. Buildings accepted.

Schools ordered closed for holiday vacation, December 22d, to open January 7th, 1889.

December 4th.—Bills audited.

Secretary instructed to transmit to the City Council, certain bills of street grading adjoining Griffin avenue school grounds, together with legal opinion on same.

Request to use school on Scott Tract for Sunday services, denied.

A fire drill ordered in all buildings of more than one room.

December 18th.—Claim of Otto Will for $2,100.00, fourth payment on Macy and Chestnut street school buildings, allowed.

Resignation of Miss Tully, a teacher, accepted.

Miss Wait, a teacher, granted leave of absence for remainder of year.

Board adjourned *sine die.*

December 18th.—Organization of Board for ensuing year.

Mr. A. E. Pomeroy and Mr. E. P. Johnson, the newly elected members, present.

Mr. E. P. Johnson elected President.

Mr. C. E. Day elected Secretary.

December 20th.—Mr. Day resigned his office, as Secretary of the Board, as he had not the time to attend to its duties. Resignation accepted, and Mr. A. E. Pomeroy elected Secretary.

December 22d.—The following committees were appointed by President Johnson:

Finance—Messrs. Pomeroy and Day.

Supplies and Janitors—Messrs, Crawford and Embody.

Buildings and Repairs—Messrs. Embody and Pomeroy.

Rules and Regulations—Messrs. Day and Pomeroy.

Teachers, Salaries and Library—Messrs. Day and Crawford.

Warrant ordered drawn for Roth and Fellner, final payment on Scott tract school, $724.00, but ordered withheld until a matter of insurance is settled.

The resignation of Miss Selina Burston, a teacher, was accepted.

The resignation of Mrs. A. S. Averill, as Deputy Superintendent, was accepted.

The position of Assistant to Superintendent of Janitors and Repairs declared vacant and Geo. Mannon elected to the position.

Ventilating flue authorized at Spring street school, and the cost of ventilating Hellman street school, to be ascertained.

January 2d, 1889.—Bills audited.

Communication from the Council about bills of street grading adjoining the Griffin avenue school grounds, ordered filed.

Mrs. M. A. Judd appointed Janitrix of the Railroad street school.

Secretary's Financial Report for the past year presented and ordered filed.

January 5th.—Bills audited.

Mrs. K. Woodbine appointed Janitrix of the Montgomery street school.

Miss Gertrude Taft elected a teacher.

B. E. Hunt elected teacher of the Night School.

A. E. Baker elected Deputy Superintendent.

January 15th.—Bills audited.

Resignation of B. E. Hunt accepted.

Miss M. K. Scott granted leave of absence for balance of the year.

January 26th.—Warrant ordered drawn in favor of Otto Will, contractor, for $3,200, being final payment on Chestnut and Macy street schools.

February 5th.—Bills audited.

Superintendent authorized to introduce school work preparatory to B1, as laid down in the Course of Study.

Claim of Loehr & Co., for payment on Montgomery and Tenth street schools, referred to the Finance Committtee.

February 19th.—Bills audited.

Claim of Caukin and Haas for commission on plans for enlarging Castelar street school and Pearl street school, referred to Finance Committee.

Resignations of Miss Abbie Parmiter and Miss Carrie Atkinson, accepted.

Two months' absence granted Mrs. Belle Bruce.

Resignation of Mrs. A. E. Baker accepted.

Misses Sara Reese, Ida Williams, Mary Murphy, Emily Rice, and Mrs. C. A. Burr elected teachers.

Miss E. J. Gibson, Principal of Spring street school, relieved from teaching, she to devote all her time to the duties of her office, as Principal.

Finance Committee reported the church near Fort and Seventh streets, as rented for $40 per month.

Miss A. G. Sharpe assigned to B 9; Miss Cora S. Slack elected Principal of Tenth street school.

Salary of Miss Sara Reese fixed at $90 per month.

February 27th.—The advisability of accepting the Montgomery and Tenth street schools discussed.

March 5th.—Contract for printing "Annual Report" awarded to the *Herald*, the lowest bidder.

Bills audited.

A deduction of $282.60 from contract price for the construction of Montgomery and Tenth street schools agreed upon. Buildings accepted.

Secretary and President authorized to sign and deliver to Mrs. F. J. Fitz Gerald, her warrant for months' salary, a bond satisfactory to the Board being furnished.

March 19th.—Bills audited.

March 21st.—Resolution recommending to the incoming Board, Superintendent W. M. Friesner, Deputy Super-

intendent A. E. Baker, and Mr. A. A. Henry, Superintendent of Janitors and Repairs, unanimously adopted.

Board adjourned *sine die*.

March 21st.—New Board organized.

Mr. A. E. Pomeroy elected President.

Mr. E. J. Cox elected Clerk.

Rules in force adopted until further notice.

Present officers and teachers retained until further order of the Board.

Schools ordered closed for vacation for two weeks from the first Monday in April.

Committees for the year announced by President Pomeroy as follows:

1. Finance—Messrs. Cox, Powers, and McIntosh.

2. Buildings, Sites and Repairs—Messrs. McIntosh, Frew, and Gosper.

3. Furniture and Supplies—Messrs. Powers, Woodbury, and Whaling.

4. Teachers and Salaries—Messrs. Ellis, Cox, and Gosper.

5. Janitors, Library, and Printing.—Messrs. Frew, McIntosh, and Whaling.

6. Rules, Regulations, and Classification—Messrs. Woodbury, Ellis, and Powers.

7. Visiting—Messrs. Gosper, Ellis, and Woodbury.

March 27th.—Demands audited.

Teachers' Committee instructed to engage Prof. Ludlam to drill Seniors in elocution for Commencement exercises.

Committee on Sites requested to have certain boundaries of school lots surveyed.

Sanitary improvement of closets referred to Building Committee, with power to act.

Resolution declaring the necessity for greater school accommodations, and containing a list of proposed buildings and sites, was referred to a special committee.

SCHOOL HOUSES AND SITES NEEDED.

1.	To Arroyo Seco school add.....	1 Room
2.	In East Los Angeles, on Downey avenue, near city line, purchase and erect thereon	4 Rooms
3.	To Breed street school add.....	4 "
4.	Railroad street school should be moved further east on account of noisy pipe works near it, and have added	4 "
5.	To Amelia street school add.....	4 "
6.	To Seventh street school add.....	2 "
7.	Purchase site near Grant street and Santa Fe avenue, and erect thereon	1 Room
8.	To Castelar street school add.....	4 Rooms
9.	To Temple street school add..... (Or on Diamond street erect four rooms).	4 "
10.	Near west end of Temple street buy site and erect thereon.....	1 Room
11.	On Pearl street site erect..... (Or sell site and purchase one further west between Ward and Diamond Sts.)	2 Rooms
12.	To Pine street school add.....	4 "
13.	Purchase site near Soto and Wabash avenues and erect thereon.....	1 Room
14.	Purchase site in southeast corner of city and erect thereon.....	1 "
15.	To San Pedro street school add.....	2 Rooms
16.	There are four half-day schools in Spring street school, three in Sand street school, and one in Garey street school to provide for. Purchase site in vicinity of Seventh and San Pedro streets and erect thereon	8 "
17.	The High School should have.....	8 "
	Total.....	55 Rooms

Mr. Woodbury appointed to ascertain cost of a system of telephones.

Superintendent Friesner allowed to attend Board meetings by proxy, in the person of the Deputy Superintendent.

April 8th.—Demands approved.

Partial report of "Special Committee on New Sites and Buildings" ordered filed.

New Rules and Regulations adopted.

Committee on Supplies authorized to purchase fifty desks.

Building Committee reported sanitary improvements at Spring, Montgomery, and Tenth street schools, and was instructed to continue such improvements.

Building Committee authorized to sell old building on Montgomery street grounds to highest bidder.

Mrs. Ella F. O'Gorman, Mrs. I. B. Huber, Misses Emma G. Stewart, Margaret Glick, L. J. Kendall, Ella A. Clark, added to substitute list of teachers.

Leave of absence for the rest of the year allowed Miss Lucy M. Grant.

Miss M. L. Hutchinson elected a regular teacher and assigned to Miss Grant's position.

Miss M. K. Scott returned to her position as Principal of Eighth street school.

Rules and Regulations ordered printed.

April 15th.—Prof. W. C. Jones, of the State University, addressed the Board on "Relation of High School to State University."

Mrs. Belle Bruce granted another month's leave absence.

Miss Maria Murdoch's resignation as Principal of Breed street school accepted.

Demands audited.

Claim of Loehr & Co., final payment on Tenth and Montgomery street schools, allowed for $3,379.

Sale of old Montgomery street school for $150, approved.

Miss Anna Murphy made acting principal of Breed street school.

Miss Emma Stewart assigned to Miss Maria Murdoch's place.

Prof. F. H. Clark's effort to have High School properly represented in the State University approved.

Mr. H. Greenwalt appointed Census Marshal.

Census Committee appointed: Messrs. Gosper, Woodbury, Powers, McIntosh, and Cox.

A committee appointed to ask the Council for office-rooms in the new City Hall.

May 6th.—Claims audited.

Endorsement by A. S. Barnes & Co., of contract with Potter, Knight, Ainsworth & Co., for school books, accepted.

Miss Margaret Glick assigned to Macy street school.

Misses Winona B. Shallenberger, Mabelle E. Dunn, Mary Baright, Maggie O'Donoughue, Annie Stewart, and Corinne Lynch, elected substitute teachers.

Miss V. A. Olmstead assigned as Principal of the Breed street school.

Miss Emma Stewart transferred to Eighth street school.

Committee on Sites, Buildings and Repairs reported $200,000 as their estimate of the amount of bonds needed.

City Attorney to be consulted in reference to preliminary steps in the issuance of bonds.

Seven Deputies appointed by the Census Marshal approved.

Mr. H. B. Irey engaged with horse and wagon at $2.50 per day to cultivate trees recently planted.

Committee appointed to receive the Examining Committee from the State University.

Money in the Library Fund to be expended for supplementary reading.

The Council requested to declare the wash-house near San Pedro street school a nuisance.

May 20th.—Superintendent's approval of the appointment of Census Marshal ordered filed.

Bills approved.

Supplementary report of Building Committee ordered filed.

Report on the best manner of expending money now on hand, accepted and ordered filed.

The Clerk authorized to advertise for the purchase of a site near Wabash and Soto streets.

Misses Caroline Furber, Rose Hardenberg, Lizzie Oliver, Mabel Rorick, Lizzie B. Moore, Edith M. Joy, Eleanor M. Joy, and Lillian Bowers, added to the substitute list.

June 3d.—Application of Mrs. Clara A. Burr for Inspector of Primary Schools, referred to Committee on Teachers.

Bills audited.

Miss Kate Brousseau, Miss Carrie Reeves, Mrs. Kate Madden, Mrs. A. T. Williams, and Mrs. Dora A. Millard added to the substitute list.

Application of Miss M. M. Graney rejected.

Absence for the rest of the year granted to Miss Cora S. Slack. Miss Sara Reese assigned to her position as Principal of the Tenth street school. Miss Caroline Furber assigned to Miss Reese's position at Sand street school.

Committee reported that the Council had set aside rooms for the Board of Education in the City Hall.

Census Marshal reported 10,785 census children in the city.

Bill of Census Marshal approved for $650.

W. M. Friesner unanimously elected Superintendent for the ensuing year.

A. E. Baker unanimously elected Deputy Superintendent for the ensuing year.

A. A. Henry unanimously elected Superintendent of Janitors and Repairs for the ensuing year.

Geo. Mannon elected Assistant to Superintendent of Janitors and Repairs for the ensuing year.

Finance and Building Committees to constitute a committee to act in conjunction with City Council in regard to issuance of school bonds and appointment of architects.

Messrs. Woodbury, Ellis, and Powers, appointed a committee on High School Commencement.

June 15th.—Offers of school lots from J. W. Browning and Chas. Bell, referred to Building Committee.

A petition referred to Building Committee in reference to erecting a school house north of Bellevue avenue and west of Rosas street.

Invitation accepted to attend exercises of the Middle Class of the High School.

Bills audited.

Petition of Mr. Strohm denied and his certificate of purchase of school property at tax sale ordered returned to him.

Church near Fort and Seventh streets rented for vacation for $10 per month.

Misses M. L. Benedict, Ella L. Stoltenberg, Charlotte Cowie, Florence N. Hamilton, Helen Crittenden, Laura Campbell, Helen W. Davis, and Mrs. M. J. Greenman added to the substitute list.

Motion to place the School Library with the Public Library lost.

Miss Helen Wooster appointed Assistant Principal of Sand street school.

It was decided not to teach French in the Public Schools.

Two hundred and fifty eight dollars paid toward the High School Piano.

Annual report of the Superintendent of Repairs referred, with power to act, to Building Committee.

L. A. Theatre engaged for High School Commencement Exercises, Tuesday p. m. the 25th inst.

Resolution adopted by a vote of 6 to 3, to the effect that there be no discrimination in regard to sex in selecting teachers for the ensuing year, but so far as practicable the policy of the Board shall be to elect male principals for buildings of more than four schools.

June 21st.—Bills approved.

The Board considered the plans of thirteen different Architects, for school buildings.

Salaries fixed for the new year to be the same as for the present year with the following exceptions:

Principal of High School, $150 per school month.

Deputy Superintendent, $150 per calendar month.

Superintendent, $225 per calendar month.

June 22d.—Bills audited.

Plans for a High School considered, and those of Preston & Son adopted.

Committee appointed to suggest changes in the High School plans.

Committee appointed to see the Council in reference to publishing "Notice of Intention to Incur Indebtedness."

June 28th.—Bills approved.

Permission granted the Orphans' Home to use a room in the Castelar street school during summer vacation.

Preston's plans for High School, as changed by the committee, adopted.

Plans and specifications of High School referred to Building Committee to be submitted to Inspector Muchmore and Mr. Henry.

Former action fixing Preston & Son's fee as architects at 3 per cent., rescinded and the fee fixed at 5 per cent.

The following plans for schools of 8, 4, and 2 rooms, were adopted with provision that there be no compensation unless plans are actually used:

For eight room buildings, Forsyth & Burton.

For four room buildings, Coxhead, Brown & Burton.

For two room buildings and additions, Haas, Burton, and Forsythe.

A committee appointed to present the plans to the Council.

Resolved to select a school site in the vicinity of Collado and Arch streets, and erect a four room building thereon.

Resolved to select a site between Rosas street and the Sister's Hospital, north of Bellevue avenue, and erect a four room building thereon.

Alumni of the High School.

Class of 1875.

Yda Addis
Henry O'Melveny
Jessie Peel (Church)
Lillie Milliken (Coulter)
Addie Gates*
Henry Leck
Mary Thomas (Brown)—7

Class of 1876.

Olive Gibson (Marshall)
M. Eva Myers (Waters)
Mary Chauvin*
Helen White (Caystile)—4

Class of 1877.

Ella Adams (Sippy)
Birdie Austin (West)
Fannie Bernstein (Flater)
Emma Whisler (Gillson)
Fannie Benjamin
Nannie White (Northcraft)
Nannie Strauss (Dunsmoor)
Edward Rimpau
Frank Rimpau
George Williamson
Nelson Williams
Kate Caystile (Porter)—12

Class of 1878.

Bettie Anderson (Lowman)
Andrew Glassell
Fannie Kalisher(Livingstone)
Lulu Ferguson (Hayes)
Abram Edelman
Albertine Haley (Pironi)
Ada Connor (Patten)
Glassell Patton
Claudina Rimpau*
Hugh Glassell—10

Class of 1879.

Kate Brousseau
Arthur Bent
Jessie Overman (Collins)
Ella Gird (Lamb)
Jennie Greenbaum
Nettie Morey (Deming)
Mary E. Foy
Scott Chapman
George D Howland
Carrie Smith
Charles Bell—11

*Deceased.

Class of 1880.

Ada Biles (Marshall)
Albert Clapp
Sara C. Reese
Lulu Entwistle (Hinton)
Maurice Hellman
Mamie Woodworth (Woods)
Edith Hadley
Rebecca Laventhal
Nellie Curtis (Rorick)
William Grosser
Lizzie S. Thayer
Jessie Gibson (Dunham)
Edward Meserve
Henrietta Rosson (Wood)
Robert Strauss—15

Class of 1881.

Linda Austin (Heald)
William Batchelor
Josephine Dryden
Birdie Cannon (Eversole)
Herman Heinsch
Bertha Hellman (Meyberg)
Lillie Chick (Patton)
Richard Stephens
Alice Weil
Adele Condit (Bloeser)
Adele Behn
Casper Cohn
Mary A. Gilday
Belle Childs (Knox)
Theodore Savage
Evelyn Lothian
Mattie Coffman
Harry Tibbetts
Lizzie Weston—19

Class of 1882.

Emma Ball
John M. Averill*
Benjamin C. Bryant
Bentinck Boyd
Ella Newmark (Seligman)
Ada F. Barrows
Fred Fisher
Allie Richardson
Clara Stoltenberg
Emma Fleishman
Jeannette Lazard (Lewin)
Mabel L. Hall (Forsyth)
Hannah P. Ball (Harris)
Laura Meyer
Effie M. Baxter (Belvin)
Robert R. Dominguez
Adele O'Melveny
Margaret J. Davis (Ralphs)
Leland N. Kercheval
Lizzie Pickering (Davids)
Laura E. Thomas (Carter)
Agnes J. Wilson
Lowman Nevin—23

Class of 1883.

Anna Alward (Eames)
Margaret Philipson
Emma Grebe
Belle Borton
Edward J. Harper
Anna Morrison
Josephine Dol
William A. Ryan
Lucinda Foy (Herron)
Della Baker
Edmonia Price
Mary Greene (Frost)
Minnie S. Baker
Louis Mendelson
Loretta Newell (McPeck)
Adolph Strauss—16

*Deceased.

Class of 1884.

Minnie L. Ames
John B. Frick
Gertrude Taft
Margaret L. Craig
Herman Kerckhoff
Albert G. Lang
Nellie Weston
Pearl Kent (McClain)
Edward D. Milner
Charles P. Bragg
Amanda Mathews
Guy O. Rose
Florence Potts
Eva Byram
Rudolph C. Heinsch
Helen M. Thornton (Beebe)
Annie S. Field
Alice C. Fitch
Harry H. Mayberry
Jessie Yarnell
Ella Lechler (Leslie)
George J. Philbin
Ben P. Coulter
Christiane J. Mueller
David Edelman—25

Class of 1885.

Ada M. Baxter (Bryant)
Clinton A. Bradley
Minnie S. Moody
Hattie N. Beckett (Trefethen)
Jesse D. Burks
Lillie A. Newell (Kimball)
Minnie A. Hamilton (Harper)
Anna L. Hazeltine (Clark)
Charles Lantz
Marian Otis
May McLellan
Thomas E. Rowan
T. Berry Boal
Alice C. Miller
Ina M. Baxter
Edward R. Bradley
Caroline A. Mueller
Lulu L. Frick (Pierce)
Arthur C. Harper
Leslie R. Hewitt
Mary Ogden (Ryan)
Camilla Hellman
Edward Railton
Ellen Reavis
Ella Stoltenberg
Nannie L. Tibbetts (Cooper)
—26

Class of 1886.

Jennie Frankenfield
Frank A. Garbutt
Daisy D. Vogel (Curler)
Meta Potts
Carl Kurtz
Homer P. Earl
Edith C. Speedy
Maggie E. Thomson
Dollie Hodgman
Will N. Hisey
Will D. Byram
Lulu Snook
Herman Lichtenberger
Charles Forman
Percy Schumacher—15

Class of 1887.

Katie Bottomes
Marco Hellman
Florence Riley
Victorine Dol
Moses G. Norton
Maggie Shields
Amelia Gassen
William H. Waste
Samuel T. Curson
Hattie Perkins (Marchant)
Mary Desmond
Marco I. W. Hellman
Antonie Schwannecke
Birdie Dunkelberger
Carl G. Packard
John A. Brewer
Mary L. Hays
Henry P. Wilson

Thomas J. Foster—19.

Class of 1888.

Abbie V. Denny (Taggart)
Mary H. Gilmore
Addie F. Gish
Emma M. Haines
Estella Haines
Miranda Jacobus
Hattie M. La Dow
John N. Halter
Walter R. Hanna
Leonhard G. Hilpert
Barton H. Marquis
Edward L. Mayberry
Daniel C. Mulock
Edward S. Pauly
Winfred J. Sanborn
Walter S. Sanders
Leonard F. Shepard
William W. Weller—18

Class of 1889.

Carrie M. Arnold
George B. Beebe
Ellen A. Booth
Durell Draper
Asbury M. Foster
George L. Goldsworthy
Burton E. Green
Walter F. Haas
A. Stevens Halsted
Mary Haskins
Samuel M. Haskins
Flora G. Howes
Agnes Jacobus
Annie I. Johnson
Samuel McKinlay, Jr.
Ira More, Jr.
Walter L. Newton
Laura C. Noyes
John S. Perry
Cora A. Reavis
Fred A. Stephenson
William I. Stewart
Florence A. Stull
Edwin C. Van Dyke
Henry S. Van Dyke
Henry S. Williams.—26

Total, 246.

DEPUTY SUPERINTENDENT.

13. The Deputy shall act under the general direction of the Superintendent, and in the absence of the latter, shall keep the office hours, and perform the usual official duties of the Superintendent.

He shall devote his time exclusively to the duties of his office; and it shall be his special duties to visit schools, and to ascertain, by frequent oral examination, the condition of the schools.

It shall be his duty to observe carefully the methods of teaching and discipline pursued by teachers. He shall give advice and assistance to teachers, and shall, in their presence, exemplify before their schools the best methods of teaching.

He shall, as often as required, present to the Superintendent a written report of the efficiency of the teachers and the condition of the schools that have been visited by him, and all such reports shall be preserved in the office of the Superintendent for the use of the Board.

PRINCIPALS.

Rules of the State Board of Education.

14. Principals shall be held responsible for the general management and discipline of their schools, and the studies pursued; and the assistant teachers shall follow their directions, and co-operate with them, not only during school hours, but during the time when the pupils are on the school premises before and after school, and during recesses.

Assistants shall be held responsible for the studies, order and discipline of their own rooms, under the general direction of the Principals.

15. Teachers shall prescribe such rules for the use of yards, basements and outbuildings connected with the school houses, as shall insure their being kept in a neat and proper condition, and shall examine them as often as necessary for such purpose. They shall be held responsible for any want of neatness or cleanliness about their school premises.

16. The following supplies shall be provided, under the provision of section one thousand six hundred and fifty-one of the Political Code, on the written requisitions of the teachers, viz: clocks, brooms, dusting brushes, wash basins, water buckets, tin cups, dust pans, matches, ink, ink bottles, pens, pen holders, crayon chalk, writing and drawing paper, hand bells, coal buckets or wood boxes, shovels, pokers, soap, towels, thermometers, door mats and scrapers.

PRINCIPALS.

Rules of the City Board of Education.

17. It shall be the duty of Principals to enforce the Rules and Regulations of the Board of Education in the schools of their respective buildings, to carry out the directions and suggestions of the Superintendent, and in every way to aid in the conduct of the schools.

18. To superintend the janitors in the discharge of their duties, require them to do their duty promptly and well, and report cases of failure, neglect or incompetency to the Superintendent.

19. To keep a record of the absence or tardiness of assistant teachers, and make it a part of their monthly report to the Superintendent. They shall also report the failure of any teacher, under their supervision, to carry out the rules and regulations established for the guidance of teachers.

20. To visit the schools of their buildings, to advise, assist and encourage the teachers in their work. They shall endeavor to correct objectionable methods of discipline or instruction, and shall deem it their duty to report such as may be persisted in by any teacher. In buildings of eight or more rooms they shall devote all their time to the supervision of their respective buildings, and in the performance of their duties they shall exemplify the work of every class and grade under their charge by teaching each subject before the pupils and teachers as often as practicable.

21. To examine and classify, under the direction of the Superintendent, all pupils admitted without certificates of promotion. They shall in no case admit pupils from other districts of the city without a written permit from the Superintendent, and must not admit non-resident pupils without payment of one month's tuition in advance, which shall be paid to the Superintendent, who shall pay same to City Treasurer, and file receipt therefor with the Clerk.

22. To allow no advertisement to be read to, or distributed among the pupils of any school upon the school premises. [The term premises wherever used in these rules to include land to the center of any and all streets bounding school property.] To allow no advertisement to be posted upon the fences and walls of any school buildings under their supervision; nor permit any agent or other person to enter any school or school premises at any time, for the purpose of exhibiting, either to pupils or teachers, any article whatever, or to announce any public entertainment.

23. To be present at 8:30 A. M., to remain upon the school premises during the day. Pupils may enter the grounds at this hour, and shall not loiter about and annoy neighbors, or people passing, by accosting them, nor indulge in noisy play.

24. To temporarily suspend pupils from school for persistent disobedience, vulgarity or truancy, or for such other offences as in their judgments, can best be met and corrected in this way. They shall at once notify in writing—giving reasons—the parents or guardians, and the Superintendent. The Superintendent shall give the matter his attention, and if the suspension be confirmed, fix the time it is to hold, and report to the Board.

25. To send requisitions for supplies to the office of the Superintendent, at the close of each school month, and see that the teachers are provided with the necessary articles. They shall make, upon blanks furnished them for the purpose, monthly reports of their schools to the Superintendent, who shall keep such reports on file in his office. They shall

also make an Annual Report, and furnish such other information to the Superintendent as he may, from time to time, require, or as they may think proper to communicate.

26. To see that all clocks belonging to the building, are properly regulated by the city time, and have teachers conform to this standard in making their record of attendance, both for themselves and for their pupils.

27. To deliver, at the close of the school year, the registers, class books and keys of their respective buildings, at the office of the Superintendent, together with a list of school property in their possession, accounting for such as may have been removed or injured.

ASSISTANT TEACHERS.

Rules of the State Board of Education.

28. Teachers are required to be present at their respective school-rooms, and to open them for the admission of pupils, at *fifteen minutes before* the time prescribed for commencing schools, and to observe punctually the hours for opening and closing school.

29. Teachers are particularly enjoined to devote their time faithfully to a vigilant and watchful care over the conduct and habits of the pupils *during the time of relaxation and play*, before and after school, and *during the recesses*, both in the school buildings and on the playgrounds.

30. It is expected that the teachers will exercise a general inspection over the conduct of scholars going to and returning from school. They shall exert their influence to prevent all quarreling and disagreement, all rude and noisy behavior in the streets, all vulgar and profane language, all improper games, and all disrespect to citizens and strangers.

31. Teachers shall give vigilant attention to the *ventilation* and *temperature* of their school-rooms. At each recess the windows and doors shall be opened for the purpose of changing the atmosphere of the room. Teachers are required to exercise reasonable supervision over the text-

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books of the pupils, to inspect the same from time to time, and to prevent their defacement or wanton destruction.

32. Teachers shall enter in the school register, in the order of their application, the names of all those applying for admission to the school after the prescribed number of pupils has been received. Such applicants shall be admitted to seats whenever a vacancy occurs in any class for which they have been found duly qualified, in the order of their registration.

33. Teachers are authorized to *require excuses* from parents or guardians of pupils, either in person or by written note, in all cases of *absence* or *tardiness*, or of dismissal before the close of the school.

34. The books used and the studies pursued shall be *such and such only* as may be authorized by the local Board of Education; and no teacher shall advise or require any of the pupils to purchase for use in the schools any book not contained in the list of books directed and authorized to be used in the schools.

35. It shall be the duty of the teachers of the schools to read to the pupils, from time to time, as much of the school regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

36. In all primary schools, exercises in free calisthenics and vocal and *breathing exercises* shall be given at least twice a day, from three to five minutes for each exercise.

37. Teachers shall endeavor to make themselves acquainted with parents and guardians, in order to secure their aid and co-operation, and to better understand the temperaments, characteristics and wants of children.

38. Teachers shall daily examine the lessons of their various classes, and make such special preparation upon them, if necessary, as not to be constantly confined to the text-book; and instruct all their pupils without partiality, in those branches of school studies which their various classes

may be pursuing. In all their intercourse with their scholars they are required to strive to impress on their minds, both by precept and example, the great importance of continued efforts for improvement in morals, manners, and deportment, as well as in useful learning.

39. Teachers should explain each new lesson assigned, if necessary, by familiar remarks and illustrations; that every pupil may know, before he is sent to his seat, what he is expected to do at the next recitation, and how it is to be done.

40. Teachers should only use the text-book for occasional reference, and should not permit it to be taken to the recitation, to be referred to by the pupils, except in cases of such exercises as absolutely require it. They should assign many questions of their own preparing, involving an application of what the pupils have learned, to the business of life.

41. Teachers should endeavor to arouse and fix the attention of the whole class, and to occupy and bring into action as many of the faculties of their pupils as possible. They should never proceed with the recitation without the attention of the whole class, nor go round the class with recitation always in the same order, or in regular rotation.

42. Teachers should at all times exhibit proper animation themselves, manifesting a lively interest in the subject taught; avoid all heavy, plodding movements, all formal routine in teaching, lest the pupil be dull and drowsy, and imbibe the notion that he studies only to recite.

43. It shall be the duty of all teachers to endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, and patriotism; to teach them to avoid idleness, profanity, and falsehood; and to instruct them in the principles of a free government, and to train them up to a true comprehension of the rights, duties, and dignity of American citizenship.

ASSISTANT TEACHERS.

Rules of the City Board of Education.

44. It shall be the duty of teachers to look after the conduct of their pupils while in the school room; to care for the furniture, apparatus, etc., in their respective rooms, and to co-operate with the Principal in the preservation of the buildings, fences, and all other school property.

45. To refer new pupils to the Principal for examination and classification, and when so classified, to record their names in the general register, with all the data called for in that register.

46. To promptly notify parents or guardians of the absence or tardiness of pupils, and give a special notice either in person or by note, of such as are habitually troublesome, or are specially poor in their studies. They are expected to exercise all due patience and make every reasonable effort in individual cases, before asking to have a pupil suspended for misconduct or placed in a lower grade for failure in studies.

47. To send, from the second to twelfth grades, both inclusive, to parents or guardians, on cards furnished for the purpose, a report of the attendance, deportment and scholarship of each pupil for each period; and to copy these records in the class book.

48. To avoid, as far as possible, the practice of detaining pupils; to avoid scolding and all harsh and passionate expressions to or in the presence of their pupils; they are reminded that the best disciplinarians are those who govern themselves, and secure good order by gentle influences. To avoid corporal punishment when obedience can be maintained by milder measures. In administering corporal punishment, they must avoid striking the head or hands, using a switch or light strap in such a manner as not to inflict bruises or lasting marks, and must have at least one witness to such punishment. They may refer all incorrigible cases to the Principal.

49. To attend all general and special meetings called by the Superintendent, no excuse for non-attendance being considered sufficient that would not justify their absence from school at any other time. To make monthly reports to the Principal upon the blanks provided for that purpose.

50. To dismiss their schools promptly at all times when the signal is given by the Principal, and to see that all their pupils leave the school premises in the evening before they themselves depart.

51. Assistant Principals shall teach such classes and do such other work as shall be agreed upon by the Superintendent and their Principals.

SUBSTITUTE TEACHERS.

52. In case of necessary absence of regular teachers, they shall promptly notify the Superintendent, who shall supply a substitute. The list of substitute teachers shall be designated by the Board of Education, and in no case must other persons be placed in charge of schools.

53. Substitutes shall receive the full regular pay of the teachers whose places they fill, and shall be paid by the same at the end of the school month, in which the service was rendered.

SPECIAL TEACHERS.

54. Special teachers shall, at the request of the Superintendent, meet the teachers for the purpose of giving them instruction in the branches of which such special teachers have charge.

55. They shall visit regularly and impartially the several departments in which they are employed to teach, and make written reports of the progress of their work to the Superintendent, as often as he may request.

56. The regular teacher of any room shall not be absent from the room during the exercises of special teachers, but shall co-operate in the preservation of order and disci-

pline, and shall enforce the observance of instructions given by the special teachers.

57. It shall be the duty of the regular teachers to make themselves proficient, practically, as well as theoretically, in such special branches as are taught in the schools.

PUPILS.

Rules of the State Board of Education.

58. No pupil shall be detained in school during the intermission at noon, and a pupil detained at any recess shall be permitted to go out immediately thereafter. All pupils, except those detained for punishment, shall be required to pass out of the school room at recess, unless it would occasion an exposure of health.

59. No person shall be allowed to retain connection with any public school, unless furnished with books, slates, and other utensils required to be used in the class to which he belongs; provided, that no pupil shall be excluded for such cause, unless the parent or guardian shall have been furnished by the teacher with a list of books or articles needed, and one week shall have elapsed after such notice without the pupil obtaining said books. Books may be furnished to indigent children by the trustees, at the expense of the district, whenever the teacher shall have certified in writing that the pupil applying is unable to furnish such books.

60. Any pupil who cuts, defaces, or otherwise injures any school house, fence, or outbuilding thereof, is liable to suspension or expulsion; and on the complaint of the teacher or trustees, the parents or guardians of such pupils shall be liable for all damages.

61. All pupils who go to the school without proper attention having been given to personal cleanliness, or neatness of dress, shall be sent home to be properly prepared for school, or shall be required to prepare themselves for the school room before entering. Every school room shall be provided with a wash basin, soap, and towels.

62. No pupil affected with any contagious disease shall be allowed to remain in any of the public schools.

63. All pupils must comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of said schools.

64. Continued willful disobedience or open defiance of the authority of the teacher constitutes good cause for expulsion from school, and habitual profanity and vulgarity good cause for suspension from school.

65. Pupils are required in all cases of absence to bring, on their return to school, an excuse in writing from their parents or guardians, assigning good and sufficient reasons for such absence.

66. All pupils who have fallen behind their grade, by absence or irregularity of attendance, by indolence or inattention, shall be placed in the grade below, at the discretion of the teacher.

67. No pupil shall be permitted to leave school at recess, or at any other time before the regular hour for closing school, except in case of sickness, or on written request of parent or guardian.

68. Any scholar who shall be absent one week without giving notice to the teacher, shall lose all claim to his particular desk for the remainder of the term, and shall not be considered a member of the school.

69. Each scholar shall have a particular desk, and shall keep it and the floor beneath in a neat and orderly condition.

70. Pupils must be admitted into the schools in the order in which they apply to be registered.

PUPILS.

Rules of the City Board of Education.

71. All children between six and twenty-one years of age, of actual residents of Los Angeles city, shall be admitted free to all of the public schools. The children of

non-residents shall not be received, except upon the payment of a tuition fee, as fixed by the Board of Education.

72. Non-resident pupils may be admitted on the following terms: In the High School, $3.00 per month; in Grammar schools, $2.00 per month; in the Primary schools, $1.50 per month; tuition to be paid in advance to the Principal. But in no case must non-resident pupils be received to the exclusion of those whose homes are in the city.

73. All pupils must attend school in the district in which they live, unless they have a written permit from the Superintendent to attend another school. The permission shall be given only for the purpose of relieving crowded schools, or for other good reasons satisfactory to the Superintendent.

74. Teachers are authorized to send pupils home for excuses for tardiness or absence, except when the weather is such that it would occasion exposure to health.

75. Every pupil in whose family any contagious disease is known to prevail, shall, on returning to school, present a certificate from the Health Officer, or a regular practicing physician, stating that the proper precautions have been taken, and that no risk will be incurred in receiving the bearer into school.

76. Every pupil who shall be absent three *half* days without excuse from parent or guardian, given either in person or by written note, satisfying the teacher that the absences were caused by his own sickness, by sickness in the family, or some *urgent cause*, rendering attendance impossible, or to avoid exposure of health, shall be suspended from school, until satisfactory assurance is given to the Principal, by the parent or guardian, that the pupil will be more punctual in the future. In the application of this rule, two unexcused tardinesses or leaving school without permission, shall be counted as one-half day's absence. A pupil who shall be suspended the second time, can only be restored by personal application to the Board at a regular meeting

77. No pupil, after having entered one school, shall be admitted into another school the same scholastic year, without a certificate of honorable discharge from the former school, or without a transfer from the Principal, when the pupil has changed his residence to another district.

78. Willful disobedience, habitual truancy, vulgarity, profanity, stealing, or carrying deadly or dangerous weapons, shall constitute good cause for suspension or expulsion from school.

79. Pupils shall be liable to suspension if their parents create a disturbance in school, or censure, abuse, or insult any teacher before his class, or on the school premises.

80. Any pupil who uses tobacco in any form on the school premises, shall be liable to expulsion.

81. During rain-storms or otherwise exceptionally bad weather, pupils shall be allowed to enter their rooms as soon as they come in the morning, and to remain during intermissions. At such times, teachers must see that their pupils do not engage in boisterous play, but may allow them to play parlor games, singing, calisthenics, etc.

82. Pupils who are not in their seats at the time for opening school, shall be marked tardy.

83. Pupils absenting themselves from school during examinations shall in no case be promoted unless they can give satisfactory evidence that the absence was unavoidable, when they may receive a special examination from the Principal or teacher. Pupils giving or receiving aid during examinations shall be marked zero.

84. Pupils shall not be absent a part of the day for the purpose of receiving instruction elsewhere, except by special permission of the Superintendent, recommended by the teacher and Principal, and only very urgent reasons will be deemed satisfactory.

DUTIES OF JANITORS.

85. It shall be the duty of the Superintendent of Janitors and Repairs to attend all regular meetings of the Board; and special meetings when so notified.

86. To exercise special supervision over all Janitors of buildings.

87. To report at regular meetings of the Board, all needed repairs of school property.

88. To deliver the monthly supplies to all school buildings.

89. To keep in good repair all school buildings, water closets, coal houses, sheds, fences, walks, trees and grounds.

90. To make, at the close of each school year, an inventory of all school property under his charge, accounting for any then missing which was invoiced the previous year.

91. Janitors of buildings shall report for duty to Principals at the hour for the opening and closing of schools, except in small schools where special arrangements may be made. In such large schools as may be ordered by the Board, they shall devote their whole time to the duties of their position. They shall keep school-buildings, furniture, yards, and outbuildings neat and clean. Disinfect all water closets once per week, build fires, open and close school-buildings and gates, and see that windows, shutters, doors, and gates are securely closed when the schools are not in session.

92. They shall sweep school-rooms every day after school, and dust them every morning before school, and wash windows, floors, and other wood-work as often as directed by the Principal. They shall guard all property on the premises, promptly make such repairs as they are able to make, and report to the Superintendent of Janitors and Repairs all other repairs needed.

93. They shall be subject to the orders of the Superintendent of Janitors, Principal and Superintendent; they shall

not assume or exercise any authority over pupils except by special order, but shall report to the Principal any violation of the school regulations on the part of the scholars that come under their notice.

EXAMINATION INSTRUCTIONS.

94. In the first, second and third grades, records of scholarship shall be made on the judgment of the teacher and Principal. No set examinations.

95. Scholarship records for the second and third grades shall be copied in the class-books each Period. For the first grade only the records of pupils to be promoted need be copied at the end of the each Semester.

96. In all other grades examinations shall be conducted at the end of each Period. These examinations shall be under the direction of the Superintendent, and may be both oral and written,

97. Promotions shall take place at the end of each Semester, and be determined by an average of the two Period examinations.

98. Pupils must obtain a general average of 75 per cent. and not fall below an average of 65 per cent. in any one study, in order to be entitled to promotion.

99. Minimum time for any subject, 1½ hour. Maximum time for any subject 2½ hours.

100. Begin with holes in paper at the left hand. Write on both sides of MS. if necessary, turning it like the leaf of a book.

101. On the first line write in the following order: Subject. Name. Date. Nothing else. Leave second line entirely vacant.

102. Number the first answer with the Roman numeral I. on the middle of the third line. Begin the answer on the fourth line. The vertical blue line is for paragraphing.

103. Number all answers with Roman numerals on the middle of the line, which must contain nothing else. Let the answer indicate the question.

104. Mark the value of each answer opposite it on the right hand margin on both sides of the MS., and the value of the whole paper on the margin of first page at the upper right hand corner, but do not allow your marks to be more untidy than the work of the pupils.

105. Deduct from Arithmetic, Language, Geography, and History MSS., one per cent. for each error in Spelling, Language, Punctuation, and Capitals. Count the same mistake but once on the same MS.

106. Mark the spelling of each MS. just under the value of the MS. with a line between, thus $\frac{95}{80}$

107. Make an average of the three per cents. in spelling for the final mark on that subject.

108. Put rivets in MSS. from the top and bind until they are full; but do not bind different classes together. Put title page and list of questions with each subject.

109. Principals will collect all MSS. and drawing papers and send them to the Superintendent's office.

110. Never write examination questions on blackboard in presence of pupils. Either dictate the questions or have some pupil write them.

111. When there are two or more classes in a room, have them seated alternately during written examinations.

112. To determine the value of an answer in Arithmetic, allow one-half for correct principle, and the same for correct work. In spelling allow one-half for correct spelling of the word, and the same for diacritical marks when required.

DRAWING.

113. Minimum time, ½ hour. Maximum time, 1 hour.

114. Give each pupil but one piece of drawing paper, and one of practice paper, to be used as a trial paper.

115. Collect drawing and practice books. Take a drawing card or book, open to the page that contains the exercise to be drawn, hold it up before the class for a moment, then let the pupils draw from memory.

116. Write definitions on a separate paper and fasten both together, with name of pupil on each. Bind papers of the class together, placing on the outside the grade, name of school, and teacher.

117. Mark each definition 10 per cent. Give 10 per cent. for work done in the book through the month. Let remaining credits be for the examination.

MISCELLANEOUS.

118. No school building shall be used for other than school purposes.

119. For the purpose of promotions the school year shall be divided into two equal parts called Semesters. For the purpose of written examinations it shall be divided into four equal parts called Periods. The dates for beginning or closing any school year or vacation shall be fixed by special order of the Board of Education.

120. The regular holidays shall be the 9th of September, the 22d of February, the 30th of May, every day on which an election is held throughout the State, and all Thanksgiving Days authorized by the State or general government. When the 9th of September, the 22d of February, or the 30th of May fall upon Sunday, the Monday following shall be a holiday.

121. The hours of tuition and study throughout the year shall be from 9 o'clock A. M. to 12 o'clock M., with fifteen minutes' recess, from 10:30 to 10:45; and from 1:15

to 4 o'clock P. M., with fifteen minutes' recess, from 2:30 to 2:45. The first, second, and third grades shall be dismissed at 2:30, and all other grades at 4 P. M. Halfday schools shall begin at 8:30 A. M. and 1 P. M., and close at 12:30 and 5 P. M.

122. There shall be a monthly fire drill in every building of more than one room, to be conducted by the Principal or Superintendent.

123. The Superintendent, Deputy Superintendent, Superintendent of Janitors and Repairs and his Assistant, shall be elected at the first regular meeting in June. The election of teachers shall take place at the first regular meeting in July.

124. Vacancies and new positions may be filled at any meeting of the Board, or, in case of emergency, by the Committee on Teachers.

125. Applicants for positions as teachers must *apply in person* and present a written application to the Clerk, which must be accompanied by evidence of the possession of a legal certificate.

126. No person shall be eligible to election to a position as teacher who cannot present satisfactory evidence of at least one year's actual successful experience in teaching.

127. All complaints against teachers, or other employees of the School Department, must be made in writing and verified, and shall be addressed to the Clerk of the Board of Education.

128. No person other than the Superintendent and his Deputy shall occupy the time of any school, while visiting it.

129. All rules, regulations, resolutions and orders passed by the Board of Education that are in conflict with these Rules and Regulations, are hereby rescinded.

Extracts from the State School Law.

SEC. 1521. Tenth.—State educational diplomas may be issued by the State Board of Education to such persons only as have held for one year a first grade, a grammar grade, a grammar school course, or high school city or county, or city and county certificate, and who shall furnish satisfactory evidence of having been successfully engaged in teaching for at least five years. Every application for an educational diploma must be accompanied by a certified copy of a resolution adopted by a City or County Board of Education, recommending that the same be granted. The term five years shall be construed to mean five years of not less than seven months each.

Eleventh.—Life diplomas may be issued upon all and the same conditions as educational diplomas, except that the applicant must furnish satisfactory evidence of having been successfully engaged in teaching for at least ten years. Ten years shall be construed to mean ten years of not less than seven months each.

SEC. 1543 Eighth.—Upon the order of the County Board of Education, the County Superintendent shall issue temporary certificates, valid until the next regular meeting of the County Board of Education, to persons holding certificates of like grade granted in other counties, cities, or cities and counties, or upon any certificates or diplomas upon which County Boards are empowered to grant certificates without examination, as specified in Section 1775; provided that no person shall be entitled to receive such temporary certificate more than once.

SEC. 1550. The Deputy School Superintendent of any city, or city and county, having over thirty thousand inhabitants, may receive such compensation as the Board of Education thereof prescribes, payable in the same manner and out of the same fund as the Superintendent of Schools thereof is paid.

SEC. 1617. The powers and duties of Trustees of school districts, and of Boards of Education in cities, are:

Seventh.—To employ the teachers, and, excepting in incorporated cities having Boards of Education, immediately notify the Superintendent of Schools, in writing, of such employment, naming the grade of certificate held by the teacher employed; also, to employ janitors and other employees of schools; to fix and order paid their compensation, unless the same be otherwise prescribed by law; provided, that no Board of Trustees shall enter into any contract with such employees to extend beyond the thirtieth day of June next ensuing.

Ninth.—To exclude from schools children under six years of age.

Sixteenth.—On or before the first day of May in each year to appoint a School Census Marshal, and notify the Superintendent of Schools thereof; provided, that in cities the appointment shall be subject to the approval of the City Superintendent of Schools.

SEC. 1620. Writing and drawing paper, pens, ink, blackboards, blackboard rubbers, crayons, and lead and slate pencils, and other necessary supplies for the use of schools must be furnished, under the direction of the City Boards of Education and Boards of Trustees, and charges therefor must be audited and paid as other claims against the School Fund of their districts are audited and paid.

SEC. 1621. The Boards of Trustees and City Boards of Education must use the school moneys received from the State and County apportionments exclusively for the support of schools for that school year, until at least an eight months' school has been maintained; if, at the end of any year during

which an eight months' school has been maintained, there is an unexpended balance, it may be used for the payment of claims against the district outstanding, or it may be used for the year succeeding. Any balance remaining on hand at the end of any school year in which school has not been maintained eight months, shall be reapportioned by the Superintendent of Schools as other moneys are apportioned.

SEC. 1622. Boards of Trustees may use the County school moneys for any of the purposes authorized by this Chapter, but all State school moneys must, except the ten per cent. reserved for district school library purposes, be applied exclusively for the payment of teachers of primary and grammar schools.

SEC. 1663. All schools, unless otherwise provided by law, must be divided into primary and grammar grades.

SEC. 1669. In the grammar school course, and grammar grades, all the subjects and studies taught shall, as far as practicable, be segregated into natural groups of allied subjects, and one or more of such groups shall be assigned to each of the teachers employed, according to the teacher's special fitness for teaching such subjects and studies; each teacher to manage, subject to the direction of the Principal, the instruction in the group of subjects and studies so assigned. Such assignment and segregation shall be made by the Principal, subject to the approval of the County Superintendent.

SEC. 1672. No publication of a sectarian, partisan, or denominational character must be used or distributed in any school, or be made a part of any school library; nor must any sectarian or denominational doctrine be taught therein. Any school district, town or city the officers of which knowingly allow any schools to be taught in violation of these provisions, forfeits all right to any State or County apportionment of school moneys; and upon satisfactory evidence of such violation, the Superintendent of Public Instruction and School Superintendent must withhold both State and County apportionments.

SEC. 1673. No school must be continued in session more than six hours a day, and no pupil under eight years of age must be kept in school more than four hours per day. Any violation of the provisions of this section must be treated in the same manner as the violation of the provisions of the preceding section.

SEC. 1696. First.—Every teacher in the public schools must, before assuming charge of a school, file his or her certificate with the County Superintendent.

Fourth.—Every teacher must hold pupils to a strict account for disorderly conduct on the way to and from school, on the playgrounds, or during recess; suspend, for good cause, any pupil in the school, and report such suspension to the Board of Trustees or City Board of Education for review. If such action is not sustained by them, the teacher may appeal to the County Superintendent, whose decision shall be final.

SEC. 1697. A school month is construed and taken to be twenty school days, or four weeks of five school days each.

SEC. 1704. No person is eligible to teach in any public school in this State, or to receive a certificate to teach, who has not attained the age of eighteen years.

SEC. 1714. In cities not divided into school districts the Library Fund consists of the sum of fifty dollars for every one thousand children between the ages of five and seventeen years, annually taken from the State School Fund apportioned to the city.

SEC. 1715. Libraries are under the control of the Board of Trustees or City Board of Education, and must be kept, when practicable, in the school houses.

SEC. 1770. Each County Board of Education must meet at fixed periods and hold examinations for the granting of teachers' certificates, semi-annually.

SEC. 1771. Third.—Grammar school course or high school certificates shall be valid for four years, authorizing

the holder to teach in any high school, grammar school course, grammar grade, or primary school.

Grammar grade certificates shall be valid for three years, authorizing the holder to teach any grammar grade and primary school.

Primary certificates shall be valid for two years, authorizing the holder to teach any primary school.

County Boards of Education have power to grant special certificates, valid for three years, which shall entitle the holder to teach such special branches as may be required by City or County Boards of Education.

SEC. 1772. Applicants for primary County certificates shall be required to pass an examination only in arithmetic, grammar, geography, composition, history of the United States, orthography, defining, penmanship, reading, methods of teaching, school law, industrial drawing, physiology, entomology, civil government, elementary book-keeping, and vocal music.

SEC. 1775. The Board may also, without examination, grant County certificates, and fix the grade thereof, to the holders of life diplomas, California, Nevada, and Oregon State Educational diplomas, California Normal School diplomas, San Francisco Normal Class diplomas, when recommended by the Superintendent of Public Schools, California State University diplomas, when recommended by the Faculty of the University, and State Normal School diplomas of other States, and grammar school course and grammar grade certificates of other counties in California; and may also, without examination, renew unexpired certificates previously granted in their county; such renewed or indorsed certificates to remain valid for the same length of time for which new certificates may be granted, and the certificates issued, renewed, or indorsed by the County Board of Education shall entitle the holder thereof to teach in any city or school district of the County, except in incorporated cities having Boards of Examination, in grades corresponding to the grades of their certificates; County Boards of Education

must issue certificates upon the blank forms prepared and distributed by the Superintendent of Public Instruction.

SEC. 1817. Second.—If the calculated minimum amount of County school fund needed for the ensuing year is less than sufficient to raise a sum equal to four dollars for each census child in the County, then the minimum amount shall be such a sum as will be equal to four dollars for each census child in the county.

SEC. 1858. First.—The School Superintendent of each County must ascertain the number of teachers each district is entitled to, by calculating one teacher for every seventy school census children between the ages of five and seventeen years, or fraction thereof, of not less than twenty school census children, as shown by the next preceding school census.

Third.—Five hundred dollars shall be apportioned to each district for every teacher assigned to it.

Fifth.—Whenever in any school year, prior to the receipt by the counties, cities, or cities and counties of this State of their State, County, or City School Fund, the school district or cities shall not have sufficient money to their credit to pay the lawful demands against them, the County, City, or City and County Superintendent shall give the Treasurer of said County, City, or City and County, an estimate of the amount of school money that will next be paid into the County, City, or City and County Treasury, stating the amount to be apportioned to each district. Upon the receipt of such estimate, it shall be the duty of the Treasurer of said County, City, or City and County to transfer from any fund, not needed to pay claims against it, to the proper school fund, an amount not to exceed 90 per cent. of the amount estimated by the Superintendent, and he shall immediately notify the Superintendent of the amount so transferred. The funds so transferred to the School Fund shall be transferred by the Treasurer to the fund from which they were taken, from the first money paid into the School Fund after the transfer.

SEC. 1861. The State School Fund, excepting as otherwise provided in this Chapter, must be used for no other purpose than the payment of teachers of primary and grammar schools.

SEC. 1867. Any parent, guardian, or other person who shall insult or abuse any teacher in the presence of the school shall be guilty of a misdemeanor, and be liable to a fine of not less than ten nor exceeding one hundred dollars.

SEC. 1868. Any person who shall wilfully disturb any public school, or any public school meeting, shall be guilty of a misdemeanor, and liable to a fine of not less than ten nor more than one hundred dollars.

SEC. 1873. Every officer, including Secretaries and Assistant Secretaries of Boards of Education, charged with the performance of duties under the provisions of this Chapter, may administer and certify oaths relating to officers or official matters concerning public schools.

SEC. 1874. Second.—No change of text-books must be made at any other time than in the months of May or June of the year in which the change is made, and no changes shall be made to take effect till the beginning of the school term commencing after the thirtieth day of June of that year.

SEC. 1879. Any County Board of Supervisors, or any City Council, or any duly authorized committee thereof, may investigate the conduct of any member of a County, or City, or City and County Board of Education, or school officer, or employee, who may be charged with malfeasance in office, and in such capacity shall be entitled to the process of the courts to compel the attendance of witnesses; and the officer who shall preside at such investigation shall have power to administer all necessary oaths.

SEC. 52. Fourth.—The residence of the father during his life, and after his death the residence of the mother while she remains unmarried, is the residence of the unmarried minor child.

Extracts From the City Charter.

ARTICLE VII.

EDUCATIONAL DEPARTMENT.

SECTION 69. The government of the School Department of the city shall be vested in a Board of Education, to consist of *nine persons* to be elected as herein provided, to be called Members of the Board of Education, who shall serve without salary.

SEC. 70. The Board of Education shall elect one of their number President, and shall hold regular meetings at least once in each month, and special meetings at such times as shall be determined by a rule of said Board. A majority of all the members shall constitute a quorum for the transaction of business, but a smaller number may adjourn from time to time. The Board may determine the rules of its proceedings. Its sessions shall be public, and its records shall be open to public inspection. The Board shall fill all vacancies occurring in that body until the next general municipal election.

SEC. 71. The Board of Education succeeds to all the property rights and to the obligations of the Board of Education of the City of Los Angeles heretofore existing, and it shall have sole power;

1. To establish and maintain public schools, including High Schools, to change, consolidate, and discontinue the same, and to establish school districts, and to fix and alter the boundaries thereof.

2. To appoint or employ, or dismiss the City School Superintendent, a Deputy Superintendent, a Clerk, and such teachers, janitors, and School Census Marshals, mechanics, laborers, and other employees as may be necessary to carry into effect the powers and duties of the Board, to fix, alter, and allow their salaries or wages, and to withhold, for good and sufficient cause, the whole or any part of the salary or wages of any person or persons employed as aforesaid.

3. To make, establish and enforce all necessary and proper rules and regulations for the government of public schools, the teachers thereof, pupils therein, and for carrying into effect the laws relating to education; also to establish and regulate the grades of schools, and determine what text-books, course of study, and mode of instruction shall be used in said schools.

4. To provide for the school department fuel and lights, water, blanks, blank books, printing and stationery; and to incur such other incidental expenses as may be deemed necessary by said Board.

6. To build, alter, repair, rent, and provide school houses, and to furnish them with proper school furniture, apparatus, and appliances, and to insure against fire any and all such school property.

6. To take and hold in fee, or otherwise, in trust for the city, any and all real estate and personal property that may have been acquired, or may hereafter be acquired, for the use and benefit of the public schools of the city; and to sell or exchange and to lease any of such property; provided, that the proceeds of any such sale or exchange shall be exclusively applied to the purchase of other lots, or the erection of school houses.

7. To grade, fence, and improve all school lots, and in front thereof to grade, sewer, or pave, and repair the streets, and to construct and repair sidewalks.

8. To sue for any and all property belonging to or claimed by the said Board of Education, and to prosecute and

defend all actions at law or in equity, necessary to recover and maintain the full enjoyment and possession of said property, and to require the services of the City Attorney free of charge in all such cases.

9. To determine annually the amount of money required for the support of the public schools, and for carrying into effect all the provisions of law in reference thereto; and in pursuance of this provision, the Board shall, on or before the fifteenth day of July of each year, submit in writing to the City Council a careful estimate of the whole amount of money to be received from the State and County, and the amount required from the city for the above purposes, and the City Council shall in each year, fix the percentage of taxes to be levied and collected for school purposes; provided, that the amount to be thus levied for school purposes shall not exceed twenty cents on each one hundred dollars' valuation upon the assessment roll, and that when collected it shall be paid into the School Fund.

10. To establish regulations for the just and equitable disbursement of all moneys belonging to the School Fund.

11. To examine, and approve, in whole or in part, in the manner provided in Section 212, every demand payable out of the School Fund, or to reject any such demand for good cause.

12. To discharge all legal incumbrances now existing, or which may hereafter exist, upon any school property.

13. To prohibit any child under six years of age from attending the public schools.

14. In its discretion to establish kindergarten schools for the instruction of children between the ages of five and six years, and industrial or manual training schools or departments.

15. To receive and manage property or money acquired by bequest or donation in trust for the benefit of any school, educational purpose, or school property.

16. And generally to do and perform such other acts as may be necessary and proper to carry into force and effect the powers conferred on said Board, and to increase the efficiency of the public schools in said city.

SEC. 72. All contracts for building shall be given to the lowest bidder therefor, offering adequate security, to be determined by the Board after due public notice, published for not less than ten days in the official newspaper of the city. It shall be the duty of the Board to furnish all necessary supplies for the public schools. All supplies, books, stationery, fuel, printing, goods, material, merchandise, repairing, and every other article and thing supplied to or done for the public schools, or any of them, when the expenditure to be incurred on account of such matter may exceed five hundred dollars, shall be done or furnished by contract, let to the lowest bidder after like public advertisement; provided, that the Board of Education may reject any and all bids under this section.

SEC. 73. Any member of the Board of Education, officer, or other person officially connected with the School Department, or drawing a salary from the Board of Education, who, while connected or drawing such salary upon investigation by the Board of Education shall be found to be interested either directly or indirectly in, or to have gained any advantage or benefit from any contract, payments under which have been or are to be made in whole or in part from moneys derived from the School Fund, or raised by taxation or otherwise for the support of the public schools, shall forfeit his office, and the Board of Education shall thereupon declare such office vacant.

SEC. 74. The Board of Education shall, before the 30th day of June of each year, fix a schedule of salaries for teachers and employees of the School Department, to take effect on the first day of July following, and to remain in force during one year.

SCHOOL SUPERINTENDENT.

SEC. 75. The Superintendent, with the approval of the Board of Education, may, for good and sufficient cause, provisionally suspend any teacher employed in the public schools of the city, until the next meeting of the Board of Education. It shall be the duty of the Superintendent to report to the Board of Education annually, and at such other times as it may require, all matters pertaining to the expenditures, income and condition and progress of the public schools of said city during the preceding year, with such recommendations as he may deem proper; to visit each school at least once a month; to observe, and cause to be observed, such general rules for the regulation, government and instruction of the schools as may be established by the Board; to recommend to the Board the dismissal of teachers, stating the reasons therefor; to attend all sessions of the Board, and inform it at each session of the condition of the public schools, school houses, school fund, and other matters connected therewith. and recommend such measures as he may deem necessary for the advancement of education in the city; and to acquaint himself with all the laws, rules and regulations governing the public schools in said city, and the judicial decisions thereon, and give advice connected with public schools, gratuitously. to officers, teachers, pupils, and their parents and guardians.

SCHOOL FUND.

SEC. 76. The School Fund shall consist of all moneys received from the State School Fund and County School Fund, and of all moneys arising from taxes which shall be levied annually by the City Council of the city for school purposes; of all moneys arising from the sale, rent or exchange of any of the school property, and of such other moneys as may, from any source whatever, be paid into any School Fund. The School Fund shall be separate and distinct from all other moneys, and shall only be used for school purposes under the provisions of this charter. If, at the end

of any fiscal year, any surplus remains in the School Fund, such surplus money shall be carried forward to the School Fund for the next fiscal year, and shall not be, for any purpose whatever, diverted or withdrawn from said fund, except under the provisions of this charter.

SEC. 77. The said School Fund shall be used and applied by said Board of Education for the following purposes, to-wit:

1. For the payment of the salaries or wages of the Superintendent, Deputy Superintendent, Clerk, teachers, janitors, School Census Marshals, and other persons who may be employed by said Board.

2. For the erection, alteration, repairs, rent, and furnishing of schoolhouses.

3. For the purchase money or rent of any real or personal property purchased or leased by said Board.

4. For the insurance of all school property.

5. For the discharge of all legal incumbrances on any school property.

6. For lighting the school rooms and the offices and rooms of the Superintendent and Board of Education.

7. For supplying the schools with fuel, water, apparatus, blanks, blank books and necessary school appliances, together with books for indigent children.

8. For supplying books, printing and stationery for the use of the Superintendent and Board of Education, and for the incidental expenses of the Department.

9. For grading and improving all school lots, and for grading, sewering, planking, or paving and repairing streets, and constructing and repairing sidewalks in front thereof.

SEC. 78. All demands authorized by this article shall be paid by the City Treasurer from the School Fund; provided, that the said Board shall not have power to contract any debts or liabilities, in any form whatsoever, against the

said city, in contravention of this article, or exceeding in any year the income and revenue provided for the School Fund for such year; but this provision shall not be construed to prevent the incurring of indebtedness for permanent improvements to be liquidated by the proceeds of municipal bonds issued by the City of Los Angels in accordance with the general laws of the State for the purpose of defraying the cost of such permanent improvements.

SEC. 79. It shall be the duty of the Auditor of the County of Los Angeles, upon the first Monday in each month, and at such other times as he may deem proper, to certify in duplicate to the Superintendent of Schools of such County the amount of school moneys at that time in the County Treasury, and the amount received during the previous month. The County Superintendent shall, upon the receipt of such certificates, indorse upon one of them the amount of such moneys to which the public schools of the city are entitled. The certificates so indorsed shall be at once returned to said Auditor, who shall direct upon the same the County Treasurer to pay the sum designated upon such certificate to the Treasurer of the city for the use of the School Fund thereof.

SEC. 80. The Treasurer of said County shall thereupon pay to the Treasurer of said city the sum directed by the Auditor as above provided; and when said moneys are placed in the City School Fund, they shall be used in precisely the same manner as moneys raised by city school taxes in the city; provided, that the entire revenue derived by the city from the State School Fund and the State School Tax Fund shall be applied by said Board of Education exclusively to the support of primary and grammar schools.

ARTICLE XIII.

INFECTIOUS DISEASES.

SEC. 128. The Health Officer shall report to the Superintendent of the Public Schools the names and residence of every person sick of typhus, ship or yellow fever, Asiatic cholera, smallpox, leprosy, diphtheria or scarlet fever, he

may deem dangerous to the public health; and it shall be the duty of the Superintendent of Public Schools when so notified of the residence of any person sick of any of the diseases enumerated to refuse admittance to the public schools to any member of a family, one or more of whose inmates are sick of any of the aforesaid diseases; provided, that the parties excluded shall be readmitted upon presenting a certificate from the Health Officer that there is no longer any danger from contagion.

ARTICLE XXI.

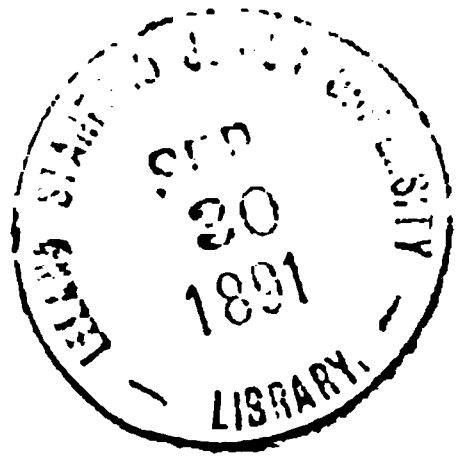
CLAIMS AND DEMANDS.

SEC. 212. All demands payable out of the School Fund must, before they can be approved by the City Auditor, or paid, be previously approved by the Board of Education, by a vote of six members thereof taken with the ayes and noes and spread on the minutes, and the action of said Board indorsed on said demand and signed by the presiding officer and the Clerk thereof. After the approval of said demands they shall be delivered to the City Auditor, who shall have the same powers and perform the same duties in reference to demands payable out of the School Fund as is provided for in other demands; provided, that in case the City Auditor shall reject any such demand, or if in his opinion said demand should be paid only in part, he shall return the same to the Board of Education, instead of the Council.

SEC. 214. Any demand returned to the Board of Education or the Board of Directors of the Los Angeles Public Library, with the objection of the City Auditor, shall again be considered by such Board, and if such demand be again approved as required in the first instance, such objection of the City Auditor shall be thereby overruled.



DEPARTMENT OF EDUCATION
AND STANFORD JUNIOR UNIVERSITY



PUBLIC SCHOOLS

Annual Report

OF THE

P.109

Board of Education

Los Angeles, California.

1889-1890

ANNUAL REPORT

OF THE

BOARD OF EDUCATION

AND

CITY SUPERINTENDENT OF SCHOOLS,

WITH THE

RULES AND REGULATIONS AND COURSE OF STUDY OF THE PUBLIC SCHOOLS OF THE CITY OF LOS ANGELES.

1889-1890.

LOS ANGELES, CAL:
MERRILL & COOK, PRINTERS AND STATIONERS, 140 N. SPRING ST.
1890.

Board of Education

FOR 1888-'90.

WARDS	MEMBERS	ADDRESS
1.	R. W. MORRIS	103 Lecouvreur street
2.	J. M. FREW	219 West First street
3.	A. E. POMEROY	105 South Broadway
4.	F. C. WOODBURY	245 South Spring street
5.	C. J. ELLIS	22 Temple Block
6.	W. P. MCINTOSH	144 South Main street
7.	J. J. GOSPER	129 South Spring street
8.	M. WHALING	83½ Temple Block
9.	E. E. POWERS	139½ North Spring street

A. E. POMEROY ..... President
A. E. BAKER ..... Clerk

STANDING COMMITTEES.

Finance—Messrs. Powers, McIntosh and Morris.
Buildings—Messrs. McIntosh, Frew and Gosper.
Furniture and Supplies—Messrs. Powers, Woodbury and Whaling.
Teachers and Salaries—Messrs. Ellis, Morris and Gosper.
Janitors, Library and Printing—Messrs. Frew, McIntosh and Whaling.
Rules, Regulations, and Classification—Messrs. Woodbury, Ellis and Powers.
Visiting—Messrs. Gosper, Ellis and Woodbury.
Insurance—Messrs. Gosper, McIntosh and Morris.

Regular Meetings of the Board on First and Third Mondays of the calendar month.

Teachers' Committee will meet at 10 a. m. in Superintendent's office on Saturdays preceding the regular meetings of the Board.

The City Superintendents of Schools have been:

DR. W. T. LUCKY	1873 to 1876
C. H. KIMBALL	1876 to 1880
MRS. C. B. JONES	1880 to 1881
J. M. GUINN	1881 to 1883
L. D. SMITH	1883 to 1885
W. M. FRIESNER	1885 to .....



HIGH SCHOOL BUILDING.

Directory for 1890-'91.

W. M. FRIESNER, A. M., Superintendent.

A. E. BAKER, A. M., Deputy Superintendent.

OFFICE: City Hall, Broadway.

OFFICE HOURS: 8:30 A. M. to 4:30 P. M.

SCHOOL DIRECTORY

District No. 1.

ARROYO ST. SCHOOL. — ADDRESS

Corner Cypress Street.

1. Miss Mary Deacon..... 834 First street, Pasadena

District No. 2.

SWAIN ST. SCHOOL.

Cor. N. Griffin Ave.

2. Miss Mary E. McGraw .....Garvanza

District No. 3.

CHESTNUT ST. SCHOOL.

Near Pasadena Ave.

3. Miss Mary A. Henderson.....813 Downey avenue
(Principal)

4. Miss Dora C. Vickrey.....503½ North Main street

5. Miss Millie M. Cox.....124 South Daly street

6. Miss Florence N. Hamilton.....207 Hamilton street

District No. 4.

HELLMAN ST. SCHOOL.

Cor. Pasadena Ave.

7. Mrs. Mary L. Swizer..... 330½ South Spring street

8. Miss Marion A. Rouse..... 245 South Grand ave

9. Miss Nora L. Desmond..... 937 South Hill street

10. Mrs. Minnie J. Greenman ..... 207 Hamilton street

11. Miss Emma Griffiths..... 416 West Sixth street

12. Mrs. Gertrude D. Croft.....201 North Sichel street

13. Miss Frances V. Harrow.....242 South Hayes street

14. Miss Margaret A. Huston.....119 North Daly street

15. Miss Janet M. Henderson.....813 Downey avenue
(Principal)

FOR 1890.

Years of Experience	Years in L. A.	Certificate. Date of Expiration	Room	Grades and Classes	Desks in Room
7	1	Primary June, 1891	1	B1, A1, B2, A2	49
9	5	Grammar June, 1891	1	B1, A1, B2, A2	48
8	5	Grammar January, 1893	1	B1, A1	50
1	0	Grammar June, 1893	2	B2, A2	48
1	0	Grammar January, 1893	3	B3, A3	52
10	1	Grammar January, 1891	4	B4, A4, B5	45
3	0	Kindergarten	1	Kindergarten	
6	2	Grammar January, 1892	2	B1, A1	48
4	3	Grammar June, 1893	3	B2, A2, B3	48
12	1	Grammar January, 1891	4	A3, B4, A4	48
14	2	Grammar June, 1891	5	B5, A5	48
8	3	Grammar June, 1891	6	B6, A7	48
4	3	Grammar January, 1891	7	B7, A7	48
18	2	Gr. School Cr. June, 1892	8	B8, A8	42
16	6	Grammar January, 1891			

District No. 5.

PRICHARD ST. SCHOOL. ADDRESS

Cor. Flora St.

District No. 6.

GATES ST. SCHOOL.

Near Downey Ave.

16. Miss Ella Stoltenberg.....1103 Hawkins street

17. Miss Bessie M. Cox.....124 South Daly street

18. Miss Adelaide O. Vose..... 429 West Second street

19. Miss Ella M. Dixon..... ..... 812 Bellevue avenue
(Principal)

District No. 7.

GRIFFIN AVE. SCHOOL.

Near Darwin Ave.

20. Miss Helen E. Hunt..... 115 South Olive street
(Principal)

21. Miss Nellie M. Quayle .....815 Downey avenue

22. Miss Laura L. Boquist..... 840 South Flower street

23. Miss Bertha S. Wilkins..... 1651½ Temple street

District No. 8.

CASTELAR ST. SCHOOL.

Cor. College St.

24. Miss Marrietta Hodgman.....2377 Scarff street

25. Miss Margaret L. Benedict.....116 Belmont street

26. Miss Ada F. Hutchings.....370 South Johnson street

27. Miss Carrie Reeves.....711 Montreal street

28. Miss Mary A. Parmelee..... 456 South Hill street

29. Miss Mary McDonald..... 1001 Buena Vista street

30. Miss Carrie W. Roberts.....648 South Olive street

31. Mrs. Clara G. DuBois..... .839 Buena Vista street
(Principal)

Years of Experience	Years in L. A.	Certificate. Date of Expiration	Room	Grades and Classes	Desks in Room
2	1	Grammar January, 1892	1	B1, A1	48
2	0	Grammar January, 1893	2	B2, A2, B3, A3	48
10	0	Grammar July, 1892	3	A4, B5	48
6	3	Grammar January, 1893	4	A5, B6	48
9	3	Grammar January, 1891	1	B1, A1	48
3	0	Primary June, 1891	2	B2, A2	50
2	0	Grammar June, 1892	3	B3, A3	48
6	2	Primary June, 1892	4	B4, A4	49
1	0	Kindergarten	1	Kindergarten	
2	1	Grammar January, 1892	2	B1	48
16	3	Grammar January, 1891	3	A1, B2	48
2	0	Grammar January, 1892	4	B2, A2	48
6	4	Grammar June, 1892	5	B3, A3	48
8	3	Grammar January, 1891	6	B4, A4, B5	48
22	6	Grammar January, 1892	7	A5, B6	48
29	18	L. D.			
	2				

District No. 9.

SAND ST. SCHOOL.

Near Castelar St.

		ADDRESS.
32.	Miss Isabel Overman	1645 West First street
33.	Miss Alice Reeves	711 Montreal street
34.	Miss Hattie Taylor	215½ South Hill street
35.	Mrs. M. A. P. Smith	403 North Broadway
36.	Mrs. Nellie B. Cushman	235 South Broadway
37.	Miss Nellie F. Ray	237 South Broadway
38.	Miss Fidelia A. Anderson	126 West Twenty-Seventh street
39.	Miss Blanche E. Leviele	331 West Second street
40.	Mr. Spurgeon Riley (Principal)	Station D.

District No. 10.

ALPINE ST. SCHOOL.

Cor. Centennial St.

41.	Miss Mary L. Hays	555 Beaudry street
42.	Miss Cora S. Slack (Principal)	340 Buena Vista street
43.	Miss Regina Weinshank	145 San Pedro street
44.	Miss Olivia Day	700 Montreal street

District No. 11.

TEMPLE ST. SCHOOL.

Near Edgeware Road.

45.	Miss Rose H. Hardenberg (Principal)	1136 West Court street
46.	Mrs. Dora A. Millard	1255 Ionia street
47.	Miss Lizzie B. Oliver	627 West Fourth street
48.	Miss Lenora Hassler	367 Patton street

Years of Experience	Years in L. A.	Certificate. Date of Expiration	Room	Grades and Classes	Desks in Room
10	3	Grammar January, 1891	1	B1, A1	50
3	2	Grammar June, 1893	2	B2, A2	50
3	2	Grammar January, 1891	3	B3, A3	50
18	13	Primary June, 1892	4	B4, A4, B5	49
11	0	Grammar January, 1893	5	B5, A5, B6	44
10	8	Grammar June, 1891	6	A6, B7	47
14	1	Grammar January, 1891	7	B7, A7	48
8	3	Grammar January, 1891	8	B8, A8	45
7	2	Grammar January, 1892			

1	0	Grammar January, 1893	1	B1	48
15	6	Grammar December, 1890	2	A1, B2	48
9	8	Grammar June, 1892	3	A2, B3, A3	48
4	2	Grammar January, 1893	4	B4, A4, B5, A5	48

13	1	Grammar January, 1893	1	B1, A1	48
13	1	Primary January, 1891	2	B2, A2	51
3	1	Grammar January, 1891	3	B3, A3, B4	48
5	3	Grammar January, 1893	4	A4, B5, A5, B6	48

District No. 12.

GRAFTON ST. SCHOOL. ADDRESS.

Near Edgar Street.

District No. 13.

CASCO ST. SCHOOL.

Corner Temple Street.

49. Mrs. Grace B. Clarke.....257 Ohio street
(Principal)

50. Miss Mary N. Penman.....Box 830

District No. 14.

UNION AVE. SCHOOL.

Near West First St.

51. Miss N. Ellen Reavis .....1306 Waters street

52. Miss Agnes M. Blakeley..... 305½ South Spring street

53. Miss Maud Blanchard .:..... 239 South Hill street

54. Mr. J. B. Millard.....1255 Ionia street
(Principal)

District No. 15.

BEAUDRY ST. SCHOOL.

Near Second Street.

55. Miss Mary A. Richardson.....601 Temple street

56. Miss Lizzie C. Shultz.....321 South Broadway

57. Mrs. Dora H. Broadwell..... 456 South Hill street
(Principal)

58. Miss Mary E. Bear..... 2016 South Main street

District No. 16.

NORMAL PRIMARY.

Cor. Fifth St. and Grand Ave.

59. Miss Clara Stoltenberg.....1103 Hawkins street

60. Mrs. Fannie H. Byram .....435 South Olive street

61. Miss Martha M. Knapp.....458 South Main street
(Principal)

Years of Experience	Years in L. A.	Certificate. Date of Expiration	Room	Grades and Classes	Desks in Room
5	0	Grammar January, 1893	1	B1, A1, B2	48
3	1	Grammar June, 1893	2	A2, B3, B4, A4	48
2	0	Grammar January, 1892	1	B1, A1, B2	48
1	0	Grammar January, 1893	2	A2. B3, A3, B4	48
5	0	Grammar January, 1891	3	A4, B5, A5, B6	48
12	2	Grammar January, 1892	4	A6, B7, A7	48
3	0	Kindergarten	1	Kindergarten	
20	2	Primary January, 1891	2	B1, A1, B2	48
11	2	Grammar July, 1893	3	A2, B3, A3, B4, A4	48
13	2	Grammar January, 1892	4	B5, A5, B6, A6	48
6	6	Grammar June, 1893	1	B1, A1	49
6	4	Grammar June, 1892	2	B2, A2, B3	47
10	8	Grammar June, 1893	3	A3, B4, A4	49

District No. 17.

SPRING ST. SCHOOL.
Near Sixth St.

		ADDRESS.
62.	Miss Helen Henry	508 West Second street
63.	Mrs. N. F. W. Pond	403 South Grand avenue
64.	Miss Maggie Tracy	524 Wall street
65.	Miss Eliza Bengough	349 South Olive street
66.	Mrs. Mary E. Garbutt	301 North Broadway
67.	Miss Mattie H. Wilson	803 South Flower street
68.	Miss Lina X. Reed	303 South Hill street
69.	Miss Mabel Rorick	622 South Main street
70.	Miss Emma Fleishman	556 South Hill street
71.	Miss Fannie P. Wright	363 South Main street
72.	Miss Cecilia Auld	602 South Hill street
73.	Miss Eleanor M. Joy	517 South Broadway
74.	Miss Edith M. Joy	517 South Broadway
75.	Miss Helen W. Davis	112 West Ann street
76.	Elizabeth J. Gibson (Principal)	803 South Flower street

District No. 18.

EIGHTH ST. SCHOOL.
Cor. Grand Ave.

77.	Miss Minnie Baxter	638 South Peart street
78.	Miss Laura J. Campbell	312 South Hill street
79.	Miss Lucy D. McConnell	950 South Hill street
80.	Mrs. Earl Parsons	612 South Broadway
81.	Miss Nellie Shine	528 South Pearl street
82.	Miss Harriet Cory	415 Court street
83.	Miss Mary I. Hutchinson	954 Orange street
84.	Miss Annie Stewart	521 South Olive street
85.	Miss Margaret K. Scott (Principal)	415 Court street

Years of Experience	Years in L. A.	Certificate. Date of Expiration	Room	Grades and Classes	Desks in Room
9	6	Grammar June, 1893	1	B1, A1	48
23	9	L. D.	1	B1, A1	49
11	4	Grammar January, 1892	2	B1, A1	50
30	10	L. D.	2	B2, A2	49
14	2	Grammar January, 1891	3	B2, A2	45
8	5	Grammar June, 1893	4	B3, A3	45
2	1	Grammar January, 1891	5	B3, A3	45
6	3	Grammar January, 1893	6	B4, A;	46
6	4	Grammar January, 1893	7	B4, A4	48
8	5	Grammar January, 1892	8	B5, A5	48
14	6	Grammar June, 1891	9	B5, A5	45
2	1	Grammar January, 1893	10	B6, A6	47
5	1	Grammar January, 1891	11	B7, A7	49
13	1	Grammar January, 1891	12	B8, A8	49
21	9	Grammar June, 1892			
7	7	Primary January, 1891	1	B1, A1	54
3	1	Grammar June, 1891	2	B2, A2	54
7	6	Primary June, 1892	3	B3, A3	49
5	0	Primary June, 1891	4	B4, A4	49
6	2	Grammar January, 1891	5	B5, A5	53
2	0	Grammar January, 1891	6	B6, A6	51
10	1	Grammar January, 1892	7	B7, A7	45
4	1	Grammar January, 1891	8	B8, A8	45
18	6	L. D.			

District No. 19.

TENTH ST. SCHOOL. ADDRESS.

Near Vernon Street.

86. Mrs. Laura M. Fortson..... 1038 Overton street

87. Miss Belle McFadden.....Station D

88. Miss Mabelle E. Dunn.....1118 West Ninth street

89. Miss Lizzie B. Moore..... .....314 South Broadway
(Principal)

District No. 20.

SIXTEENTH ST. SCHOOL.

Near Hill St.

90. Miss Annie S. Griswold.....327 West Twenty-First street

91. Miss N. J. Miller.....1033 South Pearl street

92. Miss Ida M. McCormack.....325 West Seventeenth street

93. Miss Helen O. Anderson.....1618 Santee street

94. Mrs. W. S. Throop..... 130 West Twenty-Second street

95. Mrs. Albertina Smith.....453 South Hill street

96. Mrs. May A. English ..... 1618 Santee street

97. Miss Esther L. Strauss.....301 North Broadway

98. Miss Bertha E. Gordon.....1001 West Twenty-Third street
(Principal)

District No. 21.

SEVENTEENTH ST. SCHOOL.

Cor. Georgia Bell St.

99. Miss Nettie M. Dick.....L street

100. Mrs. Ella J. Betts.....1033 South Pearl street
(Principal)

101. Miss Clara Bruere.....644 West Sixteenth street

102. Mr. Chas. E. Latham .....840 West Seventeenth street

Years of Experience	Years in L. A.	Certificate Date of Expiration	Room	Grades and Classes	Desks in Room
15	3	Grammar January, 1891	1	B1, A1, B2	51
4	0	Grammar June, 1893	2	A2, B3, A3	48
2	1	Primary June, 1892	3	B4, A4, B5	47
7	1	Primary January, 1891	4	A5, B6, A6	48
8	2	Primary January, 1891	1	B1	49
18	3	Grammar June, 1891	2	A1, B2	49
5	3	Grammar January, 1893	3	A2, B3, A3	48
9	3	Grammar January, 1891.	4	B4, A4, B5	48
3	2	Grammar January, 1892	5	A5, B6	48
4	0	Grammar January, 1892	6	B6, A6	48
10	1	High School	7	B7, A7	42
14	2	Grammar June, 1891	8	B8, A8	42
14	4	Grammar July, 1893			
15	3	Grammar June, 1893	1	B1, A1	53
16	2	Grammar January, 1862	2	B2, A2, B3	53
14	5	Grammar June, 1892	3	A, B4, A4	47
5	0	Grammar July, 1893	4	B5, A5, B6	47
	3				

District No. 22.

THIRTIETH ST. SCHOOL.

Near Main St.

		ADDRESS.
103.	Miss Alga H. Dorn	676 West Twenty-Third street
104.	Miss Nellie M. Fitzmier	Vernondale
105.	Miss Belle Sharpe	739 South Flower street
106.	Mrs. Lizzie A. West	3118 Figueroa street
107.	Miss Maggie O'Donoughue	626 West Fifteenth street
108.	Mrs. Pem H. Munday	334 West Twenty-Third street
109.	Miss Alice C. Gray	University
110.	Mrs. Marian E. Blake	Vermont avenue and Derby street
111.	Mr. M. C. Bettinger (Principal)	460 East Twenty-Eighth street

District No. 23.

SAN PEDRO ST. SCHOOL.

Near Washington St.

112.	Miss Lizzie F. Keller	224 West Twenty-Second street
113.	Miss Eliza P. Myrick (Principal)	937 West Eighteenth street
114.	Miss Sara C. Reese	Station D

District No. 24.

STAUNTON AVE. SCHOOL.

Near E. Sixteenth St.

115.	Miss Mary S. Murphy (Principal)	429 West Second street
116.	Miss Ella Carothers	218 West Third street

Years of Experience	Years in L. A.	Certificate. Date of Expiration	Room	Grades and Classes	Desks in Room
6	0	Kindergarten	1	Kindergarten	
6	3	Grammar June, 1892	2	B1	48
2	0	Primary January, 1891	3	A1, B2	48
3	0	Primary July, 1892	4	A2, B3	48
14	1	Primary January, 1891	5	B3, A3, B4	48
7	2	Grammar January, 1892	6	A4, B5	48
6	3	Grammar June, 1892	7	A5, B6	42
12	3	Grammar June, 1893	8	A6, B7, A7	42
8	5	Grammar June, 1893			
14	7	Grammar June, 1893	1	B1, A1, B2	48
8	3	Grammar January, 1891	2	A2, B3, A3	48
10	10	Grammar January, 1891	3	B4, A4, B5	48
3	2	Grammar January, 1892	1	B1, A1, B2, A2	48
6	0	Grammar January, 1891	2	B3, A3, B4, A4	48

District No. 25.

SEVENTH ST. SCHOOL.
Cor. Lemon St.

		ADDRESS.
117.	Miss Ella H. Kane	127 West Fourth street
118.	Miss Louise L. Williamson	727 Central avenue
119.	Miss Mary E. Foy (Principal)	631 South Pearl street

District No. 26.

NINTH ST. SCHOOL.
Cor. Stanford Ave.

120.	Miss Emma J. Davison	301 South Grand avenue
121.	Miss Cora M. Getchell	537 Regent street
122.	Miss Susie N. Vaughn	431 N. Beaudry avenue
123.	Miss Estella Cowan	824 West Tenth street
124.	Miss Kate E. Desmond	937 South Hill street
125.	Miss Margaret F. Philipson	508 South Main street
126.	Miss Emma G. Kane	127 West Fourth street
127.	Miss Mary F. Claypool	717 West Eleventh street
128.	Mrs. Emma A. Hanchette (Principal)	425 South Broadway

District No. 27.

GAREY STREET SCHOOL.
Near First St.

129.	Mis Nettie Getchell	537 Regent street
130.	Miss Louise A. Williams (Principal)	401 South Hope street
131.	Miss Marie H. Perry	West Seventh street
132.	Mrs. Ella F. O'Gorman	229 North Broadway

Years of Experience	Years in L. A.	Certificate. Date of Expiration	Room	Grades and Classes	Desks in Room
3	1	Grammar January, 1893	1	B1, A1, B2	48
5	3	Grammar January, 1893	2	A2, B3, A3, B4	48
3	2	Grammar January, 1893	3	A4, B5, A5, B6	48
3	0	Kindergarten	1	Kindergarten	
6	3	Grammar June, 1892	2	B1, A1	48
7	1	Primary January, 1891	3	B1, A1	49
3	0	Grammar June, 1891	4	B2, A2	48
2	0	Grammar January, 1892	5	B3, A3	48
3	3	Primary June, 1891	6	B4, A4, A5	48
7	0	Grammar January, 1893	7	B5, B6	42
10	0	Grammar January, 1891	7	A6, B7, A7	42
15	3	Grammar January, 1891			
10	9	Grammar June, 1893	1	B1	59
5	3	Grammar June, 1891	2	A1, B2	57
4	1	Grammar January, 1891	3	A2, B3, A3	47
8	2	Grammar January, 1891	4	B4, A4, B5	46

District No. 28.

AMELIA STREET SCHOOL.
Near Jackson St.

		ADDRESS.
133.	Miss Mary A. Cook	429 West Second street
134.	Miss Jennie McCarthy	127 West Fourth street
135.	Miss Alice J. Cushing	231 South Broadway
136.	Miss Ida M. Williams	433 South Hill street
137.	Miss Mary B. Alexander	326 West Seventh street
138.	Miss Minnie Devin	838 South Olive Street
139.	Mrs. F. J. FitzGerald	914 Buena Vista street
140.	Miss Margaret J. Henry	936 Aliso street
141.	Mr. Chas. L. Ennis (Principal)	252 East Fifth street

District No. 29.

RAILROAD AND ANN STREET SCHOOLS.
Corner Magdalena St.

142.	Miss Ella E. Clark	933 South Olive street
143.	Miss Nora Tracy	524 Wall street
144.	Miss Jennie C. Gould	851 Buena Vista street
145.	Miss Maud Miles	1627 Ingraham street
146.	Miss Sarah Laventhal	1151 South Hope street
147.	Miss Mollie A. O'Connor	138 North Bunker Hill avenue
148.	Miss Corinne Lynch	1322 Georgia Bell street
149.	Mrs. Martha A. White (Principal)	1201 Buena Vista street

District No. 30.

MACY STREET SCHOOL.
Corner Brooklyn Ave.

150.	Miss Jeanne Ross	1423 Court street
151.	Miss Margaret E. Glick	135 North Hill street
152.	Miss Ida L. Hall	429 West Second street
153.	Miss Addie C. Murray (Principal)	235 South Hill street

Years of Experience	Years in L. A.	Certificate. Date of Expiration	Room	Grades and Classes	Desks in Room
9	3	Grammar January, 1891	1	B1, A1	49
5	3	Grammar January, 1891	2	B1, A1	49
4	1	Grammar January, 1893	3	B2, A2	48
10	2	Grammar June, 1892	4	B2, A2	48
3	0	Grammar January, 1891	5	B3, A3	48
6	4	Grammar June, 1892	6	B4, A4	48
14	4	Grammar January, 1891	7	B4, B5	46
17	1	Grammar July, 1893	8	A5, B6, A6	48
20	1	G. S. C. December, 1893			
5	1	Kindergarten	1	Kindergarten	
7	3	Grammar January, 1892	2	B1, A1	49
16	4	Grammar January, 1892	3	B1, A1	49
2	0	Grammar June, 1891	4	B2, A2	48
2	0	Grammar July, 1893	5	B3, A3, A4,	48
5	0	Grammar September, 1892	6	B4, B5	48
9	1	Primary January, 1891	7	A5, B6, A6	42
15	4	Grammar June, 1893			
23	8	L. D.	1	B1	50
10	2	Primary January, 1891	2	A1, B2	49
7	2	Grammar January, 1891	3	A2, B3, A3	49
27	7	L. D.	4	B4, A4, B5	48

District No. 31. ADDRESS.

CORNWELL ST. SCHOOL.

Corner Sheridan St.

154. Miss Alice de Hart.....330½ South Spring street

155. Miss Kate McCarthy.....127 West Fourth street
(Principal)

156. Miss R. Alberta Shimplin.....Station B

157. Miss Mary E. Stewart.....2537 East First street

District No. 32.

BREED ST. SCHOOL.

Cor. New York St.

158. Miss Grace Murdoch..... ..... 2537 East First street

159. Miss Lizzie A. McKenzie.....458 South Main street

160. Miss Vesta A. Olmstead.....927 North Daly street
(Principal)

161. Miss Anna C. Murphy.....429 West Second street

District No. 33.

FIRST ST. SCHOOL.

Cor. Savannah St.

162. Miss Marie E. Murdoch.....2537 East First street
(Principal)

163. Mrs. Kate L. Madden.....2209 Michigan avenue

Years of Experience	Years in L. A.	Certificate. Date of Expiration	Room	Grades and Classes	Desks in Room
1	0	Kindergarten	1	Kindergarten	
6	3	Grammar January, 1891	2	B1, A1, B2	48
1	0	Primary January, 1891	3	A2, B3, A3, B4	49
6	3	Grammar June, 1892	4	A4, B5, A5, B6	48
11	6	Grammar June, 1891	1	B1, A1, B2, A2	48
10	2	Grammar January, 1892	2	B3, B4, B5	54
5	3	Grammar June, 1892	3	A5, B6, A6	53
10	3	Grammar January, 1891	4	B7, A7, B8, A8	46
15	7	Grammar June, 1893	1	B1, A1, B2, A2	49
5	1	Grammar June, 1892	2	B3, A3, B4, A4	48

HIGH SCHOOL. Cor. Castelar and Rock St.	ADDRESS.
164. Miss Agnes M. McLean	526 Court street
165. Miss Katharine C. Wambold	North Loomis street
166. Miss Louise J. Kendall	301 North Broadway
167. Mr. LeRoy D. Brown	Santa Monica
168. Miss M. Helen Wooster	307 Court street
169. Miss Alma S. Brigham	414 West Third street
170. Miss Genevieve Sharpe	739 South Flower street
171. Miss Clara Lillibridge	635 South Hill street
172. Mrs. Margaret J. Frick	530 Court street
173. Miss Florence A. Dunham	301 North Broadway
174. Mrs. Mary L. Chapman (Vice-Principal)	3404 Figuero street
175. Miss Elizabeth A. Packard (Principal)	Garvanza
176. Mrs. C. P. Bradfield (Prin. Drawing)	946 South Hope street
177. Mrs. Nora D. Mayhew (Prin. Kindergartens)	676 West Twenty-Third street
178. Mr. George D. Howland (Night School)	414 South Hill street

Years of Experience	Years in L. A.	Certificate. Date of Expiration	Room	Grades and Classes	Desks in Room
7	5	Special June, 1893		Cal. and Ex.	
4	0	G. S. C. July, 1894		Mathematics	
15	1	Grammar January, 1893		English	
25	1	G. S. C. December, 1893		Greek and Science	
17	6	H. S. June, 1892		Latin and Phys.	
17	1	G. S. C. June, 1892		Latin	
15	4	G. S. C. June, 1892		Mathematics	
16	2	G. S. C. June, 1892		Mathematics	
15	5	G. S. C. January, 1894		English	
18	7	H. S. January, 1892		History	
14	7	H. S. December, 1891		Science	
15	15	G. S. C. January, 1893		Literature	
25	9	Special June, 1892		All	
13	1	Kindergarten		Kindergarten	
7	3	G. S. C. July, 1892		Night School	

Number of Teachers Receiving the Various Salaries.

1	Teacher	at $165	per school month for nine months.
1	Teacher	at 150	per school month for nine months.
11	Teachers	at 135	per school month for nine months.
2	Teachers	at 130	per school month for nine months.
2	Teachers	at 125	per school month for nine months.
2	Teachers	at 120	per school month for nine months.
17	Teachers	at 115	per school month for nine months.
3	Teachers	at 105	per school month for nine months.
2	Teachers	at 100	per school month for nine months.
2	Teachers	at 95	per school month for nine months.
51	Teachers	at 90	per school month for nine months.
30	Teachers	at 85	per school month for nine months.
25	Teachers	at 80	per school month for nine months.
14	Teachers	at 75	per school month for nine months.
7	Teachers	at 70	per school month for nine months.
8	Teachers	at 50	per school month for nine months.

The average yearly salary is $823.65; monthly salary, $91.52.

FINANCIAL REPORT

OF THE

Clerk of the Board of Education.

1889-1890.

1889		RECEIPTS.	
July	1.	Balance	$38,995 03
Sept.	3.	Apportionment, City	3,021 10
Oct.	10.	Apportionment, City	5,603 64
Oct.	12.	Apportionment, State	18,480 00
Oct.	14.	Apportionment, City	6,821 82
Oct.	18.	Apportionment, City	4,872 73
Oct.	26.	Apportionment, City	6,090 91
Nov.	6.	Apportionment, City	14,618 18
Nov.	26.	Apportionment, City	14,618 18
1890.			
Jan.	29.	Apportionment, County	48.509 00
Mar.	25.	Apportionment, City	4,872 73
Mar.	29.	Apportionment, State	79,176 50
June.	4.	Apportionment, County	5,764 00
		Miscellaneous	330 10
		Total	$251,773 92

EXPENDITURES.	
Teachers' Salaries	$137,892 90
Janitors' Salaries	7,673 95
Library	499 00
Apparatus	266 19
Sites (Casco and Temple sts.)	2,400 00
Buildings (Extras on Buildings erected out Bond-fund)	8,219 06
Furniture for Schools	522 10
Furniture for Board Rooms	1,366 14
Repairs (Labor and Materials)	7,136 98
Water Closets	1,297 69
Retaining Walls	1,259 15
Grading	579 15
Printing	870 37
Supplies (Stationery, &c.)	6,609 98
Insurance	1,386 35
Fuel	1,528 07
Rents	1,500 00
Census	670 00
Tuition for 21 schollars in Fruitland District	210 00
Contingents	1,259 30
Total	$183,146 68
July 1, 1890, Balance	68,627 24
	$251,773 92

E. J. COX,
Clerk of the Board of Education.

EXTRACTS

FROM

President Pomeroy's Address,

(Delivered at High School Commencement Exercises,
June 25th, 1890.)

Ladies and Gentlemen:

The common-school system is dear to the heart of every true American, for it lies at the very basis of our social, political and financial prosperity. No public interest can be compared in importance with our free school system; none has so far-reaching an influence by every fireside. The children of the rich and poor alike are governed by its discipline, and share equally in its privileges and benefits. The educational part of the system is only a small portion of its work. It is in the development of the mind, building of character, the uplifting of morals, the the training of habits of neatness and order, the yielding to discipline, the inspiring to laudable ambition, and in laying the foundation of all that makes society pure and citizenship desirable, that it effects greatest good.

SCHOOL IMPROVEMENTS.

The past year has been one of marked advance in all departments of our school work. The generous voting by our citizens during the year of $200,000 of bonds for school purposes has given the Board the means to provide large additional accommodations for our school children. We earnestly hope that the half-day school shall be a thing of the past. A large number of eligible sites have been purchased, and fourteen new and commodious schoolhouses have been built, or are in process of completion. During vacation additions will be made to four others, thereby doubling their accommodations. The marked improvements in plans and interior arrangements of the new schoolhouses, and their good and substantial construction will commend itself to all. The new High School building now in course of construction is also a building that will be a credit to our beautiful city, and will compare most favorably with any in the State.

It is expected that the new buildings and additions will accommodate thirty-five hundred children, and when the schools open October 6th, 1890, it will be on full-day time. We hope to have ready for use 170 school rooms, with a corps of 170 teachers, and expect over 7,000 children to be in attendance.

The wonderful increase in value of our city school property can be appreciated when it is known that a fair valuation of its lands, buildings and furniture, including those ordered and provided for by funds on hand, will exceed the sum of seven hundred thousand dollars.

SCHOOL ATTENDANCE.

Notwithstanding the great depression in business matters and the apparent or actual decrease in our population, the school attendance has been constantly increasing. The average enrollment this year over last is 480, and the av-

erage increase in regular attendance is almost in the same ratio. Our school census marshal reported 10,867 children between the ages of 5 and 17 years, and 4728 under 5 years of age.

KINDERGARTENS.

Under our city charter the Board of Education was authorized, in its discretion, to establish and maintain Kindergarten schools. After consideration, we concluded to make a trial, and adopted two schools—one on Railroad street and one on Commercial street—which had been established as free Kindergartens by an association of charitable ladies, and maintained by private donations. Both schools are in the thickly populated parts of our city, and are in every respect a great success. Later, we adopted another school of some thirty scholars in the southern portion of the city which had been established as a private Kindergarten, and which was equally worthy. We believe these Kindergartens to be needed, and their introduction and adoption is a step in advance and a move in the right direction. It is the intention of the Board to commence several other Kindergarten schools in those portions of the city where specially needed, feeling certain that the public will approve most heartily in the matter.

SPECIAL TEACHING.

During the present year we have employed a music teacher, who has devoted a portion of each week to training both teachers and scholars, and a marked improvement in that branch is the result.

It is also the intention of the Board, as soon as practicable, to make calisthenics and gymnastics and manual training a portion of our work, and to keep fully abreast with the times in all school matters.

FLAGS.

During the year resolutions were introduced, asking the Board to appropriate funds to purchase American flags, to raise over our public schools. After consideration it was thought best by the Board to let the scholars in the different schools purchase their own flags. This has been done, and I am glad to say that our National Banner floats over all our principal schools, and its patriotic influence cannot but be felt. Our schools ought to be nurseries of patriotism and fortresses of liberty, and our scholars should be taught to revere and love the best government on the face of the earth.

TEACHERS.

The selection of teachers is always one of the most trying and perplexing, as well as one of the most important actions of the Board. We cannot have good schools without good teachers, and good teachers will not be had unless selection is made solely upon merit and moral qualifications. Friendship, personal solicitations, social, political, financial, and all other influences ought to yield to merit and moral qualities. Our Board has adopted the rule of employing only experienced teachers, and upon personal application, and by service on trial as a substitute teacher before admittance into regular service. Though far from realizing our ideal standard, and perhaps not always so strict in enforcing and living up to our own rules as we should be, yet we believe we have a corps of teachers in our city that will compare most favorably with the best in this State or the eastern states.

SALARIES.

In the matter of teachers' salaries, we have just made such a reduction as we have deemed best under all the circumstances. We have cut down salaries, but not to

that extent that would send our best teachers to other cities on account of better wages paid. With the exception of principals of schools, and special teachers, a monthly salary of fifty to eighty dollars for Kindergarten teachers and seventy to one hundred and fifteen dollars for primary and grammar school teachers, is as low as paid by any city of our size and class on this coast.

CITY OFFICERS.

In conclusion, we desire to express our sincere thanks to the officers of the city, and especially to the Mayor and Common Council, for their efficient help and hearty co-operation in all departments of our educational work.

The many questions arising as to jurisdiction over the funds derived from the sale of bonds, and as to the purchase of property, the building of school houses, all were harmoniously and most satisfactorily adjusted by the kind consideration and cordial aid of our Common Council.

We also desire to express our grateful thanks to our City Attorney and his assistants for advice and constant help throughout the year.

Superintendent's Report.

To the Board of Education:

GENTLEMEN:—In accordance with law I herewith present the seventeenth (my fifth) annual report of the schools of this city for the school year beginning July 1st, 1889, and closing June 30th, 1890.

Believing that a brief review of the past five years will be of some value, the following facts are presented:

At the opening of the schools September 21st, 1885, there were enrolled 3,519 pupils, taught by 72 teachers. Of these teachers 32 are yet in the department.

There were at that time seven double sessions, that is two schools taught by one teacher, showing that the department lacked seven school rooms and teachers in order to accommodate all children properly. The number of schools increased during these five years much more rapidly than accommodations could be supplied, so that during the last school year there were enrolled 6,953 pupils, taught by 160 teachers.

More than half these pupils could attend school but half of each day, because of a lack of accommodations. During the past year, however, there have been added to the department by the enlargement of old buildings and the erection of new ones, 64 school rooms, exclusive of the

High School. These new buildings are all well located as to territory, and most of them as to their immediate surroundings. All the rooms are well lighted, heated, and ventilated; and are fitted with the best modern school furniture.

THE HIGH SCHOOL.

The city has never had a distinctive High School Building. The school has been but poorly accommodated in other school houses; sometimes in rented rooms, often on half-day time. The quality of instruction, though, has been kept up to the best, and graduates are now admitted to the State University Freshman class without examination.

Among the other improvements of the past year is the erection of a new brick High School Building, four stories in height, with basement, containing about 25 rooms, including gymnasium, lunch rooms, library, laboratory, auditorium, etc., etc.

The building is well and centrally located, and will soon be completed and occupied.

The thorough instruction and the prospect of these new and commodious quarters have increased the attendance of the High School to 360 pupils—a gain of almost 100 over any other enrollment.

These improvements give rooms enough for all pupils to attend school on full day time; yet the population in some places has so shifted as to cause a few rooms to remain unoccupied in the suburbs, and a few schools in the center of the city to remain on half-day time.

POPULATION.

A study of the population of the city is interesting. The United States Census of 1880 gave the population of

the city as 11,183; while the school census of the same year was 3,202, showing that about 30 per cent. of the population was then of school age.

The Federal Census of 1890 gives us 50,394 people, while those of school age are only 10,867, or about 20 per cent. This apparent falling off in school population is owing to the fact that many adult unmarried people and many married men who leave their families in the east reside here.

KINDERGARTENS.

The City Charter authorizes the Board of Education to establish Kindergarten schools for children between the ages of five and six years. Last year three such schools were opened as an experiment. The results were satisfactory, and this year seven are in operation.

There being no question about the value of such schools and the training there given to children, it is hoped that more of them will be provided as fast as the funds of the department will justify.

TREE PLANTING.

The policy of the Board in regard to tree planting is certainly to be commended. We are indebted to the State Board of Forestry and our City Park Commissioners for a large supply of eucalyptus and pepper trees. These have been liberally planted in all school grounds and a man employed to care for them.

The result is a fine collection of good shade trees. This winter trees will be planted in the grounds of the new sites, and in a few years the school grounds will be places of beauty and comfort instead of barren wastes as is too often the case.

No formal ceremonies have been observed. The trees, when they were ready, were planted by workmen, and have been well cared for by an efficient tree man.

FLAGS.

The same policy has been pursued in reference to flags. One has been presented by a generous citizen here, another by a patriotic Woman's Relief Corps there; many have been purchased with the mites of the children. All have been floated by earnest hands, with simple ceremonies, without pomp, parade or show.

SCHEDULE OF SALARIES FOR 1890-91.

Teachers of the second and third grades $70 to $80 per school month.

In all other grades, teachers of the third class, $80. Teachers of second class, $85. Teachers of the first-class, $90 to $100. (Teachers are graded as to ability and success into three classes.)

Principals of four-room schools.....	$115.
Principals of eight-room schools.....	135.
Principal of High School	150.
Teachers in High School.....	$115 to 135.
Drawing Teacher	165.
Kindergarten Teachers.....	$50 to 80.
Janitors, per room, per month....	5.
Night School	50.

Length of school year, nine months, from October 1st to the last of June.

All applicants for positions as teachers must appear in person.

Written applications are not considered by the Board until after personal application is made.

Twenty-five to fifty teachers required annually to fill vacancies and supply new schools. The supply of strictly first-class teachers is not always equal to the demand.

CERTIFICATES.

Holders of Primary Certificates may teach in the first five, or Primary grades; holders of Grammar Grade Certificates in the next four, or Grammar Grades; holders of Grammar School Course Certificates, in the next three or High School grades. Two years' successful experience, or a Normal School graduate, is required to teach in the first grade. One year's successful teaching is required for all other grades.

All certificates are issued by the County Board of Examiners. I quote as follows from their rules:

SEMI-ANNUAL EXAMINATIONS FOR TEACHERS CERTIFICATES.

LOS ANGELES COUNTY, CAL.

(From the Rules of the County Board of Education.)

RULE 9. The examination of applicants for teachers' certificates will begin on the third Monday in June and on the first Monday after Christmas in each year, and will proceed at the time and in the order given below.

RULE 10. All applicants must be present at the beginning of the examination in required subjects, and must be punctual in attendance throughout the examination.

RULE 12. Arithmetic, Grammar and Composition, and Orthography are test subjects. In these applicants for primary certificates must obtain an average of 65 per cent. Applicants who fall below an average of 65 per cent. will be excused from the examination.

SUBJECTS, TIME AND STANDARD OF EXAMINATIONS.

	Subject.	*Time.*	*Standard.*
	For Primary Grade Certificate.		
1.	Arithmetic	2½ hrs.	100
2.	Orthography	½	50
3.	Grammar and Composition	2	100
4.	Geography	1	50
5.	U. S. History	1½	50
6.	Word Analysis	1	50
7.	Physiology	1	50
8.	Penmanship and Bookkeeping (Single entry)	1½	50
9.	Industrial Drawing	1	50
10.	Vocal Music	½	25
11.	Methods of Teaching	1	50
12.	Reading		50
13.	Civil Government and School Law.	1	50
14.	Entomology	½	25
			750

Methods of Teaching—Oral Examinations.

1.	Arithmetic	20
2.	Language	20
3.	U. S. History	20
4.	Geography	20
5.	Physiology	20
	Total for Primary Certificates	850

REPORT OF THE BOARD OF EDUCATION.

	Subject.	*Time.*	*Standard.*
1.	Physics	1 hr.	50
2.	Double Entry Bookkeeping	1½	50
3.	Algebra to Quadratics	1	50
4.	Elementary Geometry	1	50
5.	Literature and Rhetoric	1½	75
6.	Botany and Zoology	1	50
7.	Psychology and Principles of Education	1	50
			375

For Grammar School Course Certificate.

1.	Advanced Algebra	1	50
2.	Geometry	1½	50
3.	English Literature (Selections found in Subject 14, University of California Matriculation] or Latin	1	50
4.	Chemistry, or Mineralogy	1	50
5.	Freehand Drawing or Plane Trigonometry	1	50
			250

The following text books are recommended for those preparing for examination:

Arithmetic	State Series
Grammar and Composition	State Series
U. S. History	State Series
Geography	Harper's School
Word Analysis.	Swinton's
Penmanship	P., D. & S. Hand Book
Drawing	Prang's Hand Book
Music	Loomis' Readers
Methods of Teaching	Swett's Methods of Teaching Baldwin's Art of School Management
Bookkeeping	Child's Essential
Algebra to Quadratics	Wentworth's Elementary
Algebra Advanced	Wentworth's Complete
Geometry, Elementary	Hill's Geometry for Beginners

Geometry	Wentworth's Plane and Solid
Literature and Rhetoric	Kellogg's Literature Kellogg's Rhetoric
Botany and Zoology	Youman's Descriptive Holder's Zoology
Practical Entomology	Cook's Entomology for Schools
Psychology and Principles of Education	Sully, Outlines of Psychology Rozenkranz, Hist. of Philosophy
English Literature.	Evangeline Lay of the Last Minstrel Snow Bound Sir Launfal Burke, Selected Works, Vol. I Hale's Longer English Poems
Latin	Allen & Greenough, Grammar Allen & Greenough, Cæsar and Cicero
Chemistry or Mineralogy	Williams' Introduction Dana's Elements of Mineralogy
Plane Trigonometry	Wentworth's Trigonometry
Physics	Gage's Elements

CERTIFICATES UPON CREDENTIALS.

The Board may also, without examination, grant County certificates, and fix the grade thereof, to the holders of life diplomas, California, Nevada and Oregon State educational diplomas, California Normal School diplomas, San Francisco Normal Class diplomas, when recommended by the Superintendent of Public Schools, California State University diplomas, when recommended by the Faculty of the University, and State Normal School diplomas of other States, and grammar school course and grammar grade certificates of other counties in California.

The fee for certificates is two dollars.

W. W. SEAMAN,
County Supt. of Schools.

Los Angeles, November 1, 1890.

W. M. FRIESNER,
City Superintendent.

Deputy Superintendent's Report.

W. M. Friesner, Supt. of City Schools :

Sir :—During the past school year, our Public Schools have been largely patronized, notwithstanding the lack of proper accommodations and the consequent necessity of half-day schools.

It will be seen by the statistics given at the close of my report that the per cent of enrollment upon the total number of census children in the city is increasing, and that last year 77½ per cent. was attained which by comparison with other cities of similar conditions of growth is found to be very flattering.

During the coming school year [1890-91] with sufficient accommodations for all who wish to attend we have reason to believe that the number of children will be small indeed that are not reached by our public schools.

BUILDINGS.

The public is surely to be congratulated that, with the closing of the last school year, there came an end practically to the half-day system of schools. The year is a memorable one in the school history of Los Angeles by the fact that more and better buildings have been erected than in any other year.

At the opening of the last school year, October 1889, the school buildings used were as follows :

2	one-room building	2	school-rooms
3	two-room buildings	6	"
13	four-room buildings	52	"
3	eight-room buildings	24	"
1	twelve-room building	12	"
	Rented buildings	7	"
	Temporary buildings	6	"
	State Normal Training School	3	"
22		112	

At the opening of schools this year the buildings used will be as follows:

1	one-room building	1	school room
5	two-room buildings	10	school rooms
18	four-room buildings	72	"
8	eight-room buildings	64	"
1	twelve-room building	12	"
	State Normal Training School	3	"
1	High School	16	"
34	Buildings	Total, 178	

[Gain in seating capacity over last year in Grammar and Primary departments, 2,400.]

One one-room building on Pearl street and one two-room building on East Seventh street, together with seven rented rooms and five temporary buildings of one room each will be discarded, greatly to the health and comfort of the children.

From these improvements it will be seen that the outlook for the coming year is a bright one.

One offset only presents itself, the matter of school gradation. It seemed the policy of the Board [a wise one materially, no doubt] to secure sites in various parts of the city [at a time when real estate could be purchased at best advantage] and build small buildings thereon rather than to enlarge the present buildings or buy fewer sites and erect thereon large buildings. If more eight-room buildings had been erected the schools might be graded to better advantage, although it is true, children would have to travel greater distances.

In small buildings it is often the case, that in order to get the proper number of scholars per teacher, many classes have to be assigned to a room, instead of two as in larger buildings. This means that the teacher's attention and

time for instruction is, in such cases, not divided between two classes but sometime among five.

In view of the facts just stated, it is hoped and urgently recommended that further improvements be in the line of enlargement of present buildings and the acquisition of lots adjoining the present school sites, rather than the purchase of new sites and the erection of new buildings thereon.

By the following table it will be seen how the money derived from the sale of the school bonds ($200,000) has been expended under the joint direction of the City Council and the Board of Education:

EXPENDITURES FROM THE BOND FUND.

	Sites.	Cost.		Buildings	Cost.
1.	Swain Street.....	$3,000	2	School Rooms ..	$2,900.00
2.	Prichard Street,	1,000	2	" ...	2,900.00
3.	Gates Street.....	4,000	4	" ...	8,508.00
4.	Castelar Street..		4	" (addition)	8,447.00
5.	Alpine Street...	4,500	4	" ...	9,393.00
6.	Union Ave	4,900	4	" ...	8,939.00
7.	Beaudry Street..	5,500	4	" ...	8,508.00
8.	Sixteenth St.....		8	" ...	13,997.00
9.	Staunton Ave...	2,280		" ...	
10.	Ninth Street.....	6,000	8	" ...	13,997.00
11.	Ann Street.....	4,300		" ...	
12.	First Street.....	3,000	2	" ...	3,495.00
13.	Cornwell St.....	3,000	4	" ...	7,750.00
14.	Euclid Street...	2,000		" ...	
15.	High School		16	" ...	59,300.00
		$43,480	62	"	$148,134.00

Architects' fees.....	$ 7,406.70
Sites	43,480.00
Total.....	$199,020.70
Balance	979.30
Total Bond Fund.....	$200,000.00

Upon a thorough canvass of the need of school accommodations, the Board of Education found that, under the present state of things, in order to give all children full day time, it would be necessary to build or enlarge more buildings with such money as they had at their disposal.

Whereupon the Building Committee (June 30th, 1890) submitted a report (embodied in the table below) which has since been put into execution at the following costs:

	Sites.	Cost.		Buildings.	Cost.
1.	Casco St.....	$2,400	2	School Rooms.....	$4,770.00
2.	Seventh St.....		4	"	8,413.00
3.	Thirteenth		4	" addition,	9,281.00
4.	Amelia St.....		4	" "	4,695.00
5.	Ann St.....		4	"	9,697.00
6.	Staunton Ave...		4	old 16th st.	3,690.00
7.	San Pedro St....	2,500	2	" addition,	3,200.00
		$4,900	24		$43,746.00

Architects' fees.....	2,187.30
Sites	4,900.00
Extras on High School and other buildings.....	14,510.50
Total Expenditures by Board.....	65,343.80
Total Expenditures out of Bond Fund,	199,020.70
Grand Total for Sites and Buildings...	$264,364.50

METHODS.

We can much more readily note the improvements in buildings and sites than the progress of intellectual development. However, we feel justified in saying that the advancement in the latter is noteworthy; that many of the teachers of the department have made commendable progress in methods of teaching.

The introduction of more objective and experimental work into all the years of school life has produced a marked change for the better in the quality of instruction.

The all important work of the teacher is to make her pupils as far as possible self-reliant investigators and thinkers.

Much time may be wasted in cramming pupils with the cut and dried statements of the text-book when the student by his own observation may discern facts and formulate truths in original expressions, to be afterwards moulded, by the guidance of the teacher, into some more approved form.

One great means towards the advancement of good teaching has been the section-meetings of teachers, where the best methods have been exemplified in all the grades (especially the primary) by class exercises.

GEOGRAPHY.

No text book in Geography has been placed in the hands of the pupils until the fifth year of school, in the hope that the work may be more in the line of observation of the surrounding country by the pupils themselves rather than in the following of a text book.

The mountain ranges and valleys of our home are seen by the pupils, and then, with the help of the teacher, modeled in sand. From the model, pupils are to costruct statements of their own, discriptive of the facts there pictured. So that the result is that pupils make their own definitions of mountains, valleys and the various features of land and water, and have before them the means of verifying the same.

NIGHT SCHOOL.

Though for some years the Board has authorized a night school, it has met with very little success as far as numbers go.

The attendance during the year has averaged not quite thirty pupils. This, for a city of over fifty thousand in-

habitants, is a small showing. It is hoped that more of our young men who are deprived of day schooling will avail themselves of this opportunity. The enrollment justifies the employment of but one teacher, who must divide his attention among primary, intermediate, and grammar classes. Were the enrollment greater, a teacher could be assigned to each department, thereby greatly increasing the efficiency of the school.

The devotion to study of these night pupils has been most commendable. At present, Reading, Spelling, Writing, Arithmetic, and Language constitute the curriculum.

GENERAL STATISTICS.

Population of the City (U. S. census 1890)	50,394
Number of youth in the City, between 5 and 17 years, 1889	10,786
Number of youth in the City, between 5 and 17 years, 1890	10,867
Increase for the year	81
Total enrollment for the year ending June, 1889	8,128
Total enrollment for the year ending June, 1890, (including 135 in Kindergarten schools	8,423
Increase for the year	295
Per cent. of enrollment on census number 1889	75.3
Per cent. of enrollment on census number 1890	77.5
Per cent. of attendance 1890	94
Total number of tardy marks, 1889	8,508
Total number of tardy marks, 1890	6,655
Decrease for the year (with larger enrollment)	1,853

Total value of school property, 1890	$697,687
City tax levy for schools, 1889	.1340
City tax levy for schools, 1890	.1076
Decrease for the year	.0264

Most respectfully submitted,

A. E. BAKER.

TABLE No. 1—Census Marshal's Reports, Etc.

	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890
No. of white children between 5 and 17 years of age	3,579	4,085	4,275	5,070	5,544	5,990	7,384	10,360	10,591	10,605
No. of Negro, Indian and Chinese children between 5 and 17 years of age	41	79	55	58	40	60	73	332	195	262
Total number of census children	3,620	4,164	4,330	5,128	5,584	6,050	7,457	10,692	10,786	10,867
No. of children under 5 years of age	1,228	1,184	1,446	2,369	2,576	2,731	3,492	3,372	5,061	4,856
No. of children between 5 and 17 years of age who have attended public schools during year	2,098	1,819	2,495	2,976	3,417	3,877	4,874	5,100	7,101	7,266
No. of children between 5 and 17 years of age who have attended private schools only during year	518	651	502	611	762	747	934	1,050	1,529	1,436
No. of children between 5 and 17 years of age who have not attended school during the year	988	1,616	1,307	1,504	1,405	1,416	1,649	4,573	2,156	2,165
No. pupils enrolled in the public schools	1,924	2,234	2,975	3,479	4,111	4,680	5,445	7,336	8,128	8,288
No. of teachers employed	29	33	43	49	66	86	118	125	151	160
Average No. of pupils per teacher	63	68	69	71	63	57	46	39	42	40
Cost per capita on total enrollment	$14.39	$18.41	$16.06	$15.32	$16.66	$16.53	$15.77	$17.43	$18.40	$20.60
Cost per capita on average enrollment	22.09	29.29	25.37	22.75	23.08	23.81	24.68	26.35	24.61	27.55
Cost per capita on average daily attendance	23.85	30.91	26.83	24.38	24.27	25.15	26.14	28.49	25.95	29.29

TABLE No. 2.

District No.	NAME OF SCHOOL	1888–1889. Total Enrollment	Average Enrollment	Average Attendance	Per Cent of Attendance	Tardy Marks	1889–1890. Total Enrollment	Average Enrollment	Average Attendance	Per Cent of Attendance	Tardy Marks
1	Humboldt Street	104	74	69	94	77	56	28	26	93	35
2	Hellman Street	739	495	469	95	537	592	466	435	93	350
3	Chestnut Street	55	194	185	95	328	281	198	186	94	287
4	Griffin Avenue	309	211	200	95	280	276	219	206	94	193
5	Macy Street	209	163	154	94	295	246	163	154	94	141
6	Breed Street	392	291	274	94	477	392	312	291	93	329
7	Railroad Street	368	246	233	95	202	334	237	222	94	164
8	Amelia Street	465	307	291	95	210	406	284	266	94	343
9	Garey Street	361	218	206	94	403	231	185	175	95	269
10	Seventh Street	230	179	168	94	328	233	169	156	92	280
11	Grafton Street	25	28	25	89	161	26	16	14	88	48
12	Temple Street	506	373	349	94	895	538	408	383	94	366
13	Castelar Street	520	345	324	94	637	411	287	270	94	413
14	Sand Street	610	465	441	95	749	694	526	493	94	826
15	Pearl Street	111	77	72	94	127	87	57	53	93	91
16	Normal Primary	182	140	133	95	96	181	138	131	95	80
17	Spring Street	1011	723	693	96	646	1091	786	741	94	591
18	Eighth Street	676	497	472	95	459	617	504	475	94	298
19	Tenth Street	49	168	161	96	44	214	158	153	93	198
20	Seventeenth Street	183	127	122	96	194	184	151	143	95	273
21	Sixteenth Street	300	209	199	95	342	349	259	244	94	268
22	San Pedro Street	159	125	121	97	116	191	126	120	95	126
23	Thirtieth Street	298	220	209	95	259	304	250	238	95	162
24	High School	189	175	170	97	388	255	245	234	96	333
25	Night School	77	29	25	86	258	99	28	22	80	191
	Totals	8128	6079	5765	94	8508	8288	6193	5825	94	6655
	Kindergarten						135	86	75	87	191

TABLE No. 3.

District No.	NAME OF SCHOOL.	NO. TEACHERS.			No. of Rooms	No. of Schools	No. of Desks	Size of Rooms
		Male	Female	Total				
1	Humboldt Street		1	1	1	1	49	28x32
1½	Swain Street		1	1	1	1	49	28x32
2	Hellman Street		11	11	8	10	379	27x31
3	Chestnut Street		5	5	4	5	195	27x31
4	Griffin Avenue		5	5	4	5	195	27x30
5	Macy Street		4	4	4	4	196	27x31
6	Breed Street		8	8	4	8	201	27x35
7	Railroad Street		7	7	5	7	189	28x32
8	Amelia Street		8	8	5	8	190	28x32
9	Garey Street		4	4	4	4	209	27x32
10	Seventh Street	1	4	5	3	5	140	28x32
12	Temple Street	1	9	10	6	10	315	28x32
13	Castelar Street		7	7	4	7	202	27x30
14	Sand Street	1	12	13	8	12	383	27x34
15	Pearl Street		2	2	1	2	44	28x30
16	Normal Primary		3	3	3	3	145	25x30
17	Spring Street	1	18	19	11	18	517	27x34
18	Eighth Street		12	12	10	11	502	25x40
19	Tenth Street		4	4	4	4	194	30x32
20	Seventeenth Street	1	4	5	5	5	200	30x32
21	Sixteenth Street		6	6	4	6	195	28x32
22	San Pedro Street		3	3	3	3	144	27x32
23	Thirtieth Street	1	5	6	4	6	200	27x32
24	High School	1	9	10	6	8	333	27x34
25	Night School	1		1	1	1	48	
	Totals	8	152	160	113	154	5415	

TABLE No. 4.—NAMES AND LOCATION OF BUILDINGS, AND ESTIMATED VALUE OF PROPERTY, 1890.

District No.	NAME OF SCHOOL.	LOCATION.	Size of Lot	Value of Lot	Value of Buildings	Value of Furniture, Apparatus and Library	Total Value	Date of erection of Buildings
1	Humboldt Street	Humboldt and Cypress Streets	150x200	$ 1000	$ 1500	$ 200	$ 2700	1884
2	Swain Street	Swain Street and N. Griffin Ave	178x199	3000	3000	200	6200	1890
3	Chestnut Street	Chestnut Street near Pasadena Ave	300x165	4500	6500	1000	12000	1888
4	Hellman Street	Hellman Street near Downey Ave	¾ acre	6500	12000	2000	20500	1886
5	Prichard Street	Prichard and Flora Streets	200x150	1000	3000	200	4200	1890
6	Gates Street	Gates Street near Hawkins Street	120x330	4000	8500	1000	13500	1890
7	Griffin Avenue	Griffin Ave. near Darwin Street	110x330	4500	4000	1000	9500	1882
8	Castelar Street	Castelar and College Streets	120x247	5000	13000	2000	20000	1882
	Yale Street	Yale Street near College Street	120x165	4000			4000	
9	Sand Street	Sand Street near Castelar Street	153x219	8000	15000	2000	25000	1872
10	Alpine Street	Alpine and Ocean View Streets	131x200	4500	9500	1000	15000	1890
11	Temple Street	Temple Street near Edgeware Road	155x199	7500	8000	1000	16500	1886
	Grafton Street	Grafton Street north of Temple Street	120x120	500	3000	200	3700	1888
12	Casco Street	Casco and Temple Streets	197x150	2400	4770	250	7420	1890
	Alvarado Street	Alvarado and W. First Streets	125x200	4000			4000	
13	Collado Street	Collado Street near W. First Street	180x140	4900	9500	1000	15400	1890
14	Beaudry Street	Beaudry Street near W. Second Street	180x165	5500	9500	1000	16000	1890
	Pearl Street	Pearl Street near W. Fourth Street	120x165	6000	100	50	6150	1882
15	Normal	Fifth Street and Grand Ave						
16	Spring Street	Spring Street near Sixth Street	120x330	100000	40000	3500	143500	1884
17	Eighth Street	Eighth Street and Grand Ave	240x165	20000	12000	2200	34200	1877
18	Tenth Street	Tenth Street near Vernon Street	188x138	3500	6500	1000	11000	1888
19	Sixteenth Street	Sixteenth Street near Hill Street	150x261	9000	14000	2000	25000	1890
20	Seventeenth Street	Seventeenth and Georgia Bell Streets	1¼ acres	10000	6500	1000	17500	1888

21	Thirtieth Street	Thirtieth street near Main street	143x165	$ 5000	$ 15000	$ 2000	$ 22000	1888
22	San Pedro Street	San Pedro street near Washington street	2 acres	5000	6200	1000	12200	1888
23	Staunton Avenue	Staunton ave. near E. Washington street	160x260	2000	4000	500	6500	1890
24	Seventh Street	E. Seventh street and Lemon street	150x170	3500	* 9400	1000	13900	1884
25	Ninth Street	E. Ninth street and Stanford ave	166x224	6000	14000	2000	22000	1890
26	Garey Street	Garey street near E. First street	120x240	6000	4000	1000	11000	1876
27	Amelia Street	Amelia street near Lazard street	184x150	7500	12000	2000	21500	1886
28	Railroad Street	Railroad street near Main street	150x200	4500	4000	1000	9500	1884
	Ann Street	Ann and Magdalena streets	100x200	4300	8567	1000	13867	1890
29	Macy Street	Macy street and Brooklyn ave	1¼ acres	5000	6500	1000	12500	1888
30	Cornwell Avenue	Cornwell and Grant avenues	162x252	3000	8000	750	11750	1890
31	Breed Street	Breed and New York streets	180x148	5000	8000	1000	14000	1886
32	First Street	E. First and Savannah streets	185x143	3000	3500	500	7000	1890
	Euclid Street	Euclid and E. Second streets	200x243	2000			2000	
33	High School	Castelar street near Sand street	198x232	12000	70000	3000	85000	1890
	Totals			$ 293,100	$ 363,037	$41550	$ 697,687	

* Includes $1000 as value of old school building now on the lot.

TABLE No. 5.—Supplies Used.

District No.	NAME OF SCHOOL.	Boxes of Crayon	Dozen Lead Pencils	Boxes of Slate Pencils	Boxes of Pens	Reams of Foolscap	In. Ruled Paper	In. Soft Paper	Bottles of Mucilage	Bars of Soap	Dozen Erasers	Dozen Penholds	Gallons Ink	Sweepers	Brooms	Feather Dusters
1	Humboldt street	3	6	6	1		4	6	1	6		6	2		1	1
2	Hellman street	62	111	21	76	22	25	245	18	12	11	29	8		2	4
3	Chestnut street	41	57	16	14	2½	35	85	5	24	2	9	4		1	1
4	Griffin avenue	8	25	17	22	8	18	64	4	17	2	11	2		4	1
5	Macy street	14	34	8	13	6	14	79	3	16	2	6	2		1	1
6	Breed street	51	46	5	60	23	25	109	4	10	2	14	4		2	3
7	Railroad street	36	73	32	26	8	18	133	4	26	2	6	2½		2	2
8	Amelia street	62	61	8	30	8¾	35	160	8	26	2½	9⅛	2		2	4
9	Garey street	20	26	7	21	7¾	10	129	2	12	2	14	6		2	1
10	Seventh street	17	48	11	14	5½	4½	156	2	6	2	8⅛	2	1	3	1
11	Grafton street	19	1	1	1		2	7	1	4				1		1
12	Temple street	47	70	15	42	17	66	161	13	6	5	12½	8		4	1
13	Castelar street	37	83	16	32	25¼	44	160	11	17	4	12	4	1	2	1
14	Sand street	69	96	20	108	26¾	52	186	12	42	5	54	7		3	2
15	Pearl street	7	31	2	7	1	4	29	1	6		4	2		1	1
17	Spring street	83	177	18	115	46	112	356	19	89	1	52	14		4	6
18	Eighth street	90	46	16	97	17	17	164		30	11	14½	8	1	1	2
19	Tenth street	26	39	14	18	4	6	108	5	6	5	4	2		1	1
20	Seventeenth street	32	17	7	19	7¾	8	63	6	20	2	11	2		1	1
21	Sixteenth street	75	64	17	53	27	20	141	16	18	3	16	4		3	1
22	San Pedro street	16	57	4	61	3½	5	111	5	38	1	8	2		4	1
23	Thirtieth street	26	48	12	32	11	19	79	3	30	2	4	2		4	1
24	High school	33	5		59	37¼		215	9		12½	3	9½			2
25	Night School	6	1		4	1½		15	4			5				
									1							
	Totals	870	1232	273	925	316¾	543½	2961	157	461	79	344½	99	4	48	40

COURSE OF STUDY.

KINDERGARTEN DEPARTMENT.

TIME—ONE YEAR.

FORM—Sphere, Cube, Cylinder, Square, Oblong, Triangle, Rhomb, Rhomboid, Trapezoid, Hexagon, Octagon.

LINES AND ANGLES—Vertical, Horizontal and Oblique, Right Acute and Oblique Angles, Parallels.

NUMBER—To recognize ten in groups with objects. Add to and subtract from numbers that produce ten, using objects and pictures without figures.

COLOR—Name and distinguish Primary and Secondary colors. Comparisons made with balls (1st Gift) and colored zephyrs.

OCCUPATIONS—Sewing mats, folding and cutting work with sticks and peas.

MODELING—Sphere, Cube, Cylinder and Modifications.

Primary Department.

TIME FOR EACH CLASS—ONE-HALF YEAR.

FIRST YEAR—B CLASS.

READING AND SPELLING—Oral lessons from chart and blackboard. First Reader may be used at the discretion of the teacher. Word, phonic and sentence methods combined. Begin with simplest words, names of familiar objects. Period I.—Select words from the first 17 lessons of First Reader. Period II.—Select words to page 26. Use the word frames, having pupils build all new words in the lesson, each day, with as many in review as possible. Have children write words on slates or ruled paper as soon as they are able. Endeavor from the first to impress children that the words MEAN something.

NUMBERS—All combinations of numbers to 6, using numeral frames and objects, such as beans, cubes, squares, triangles, splints, shoe-pegs, toy-money, liquid measures, etc. Teach meaning and use of signs. Count by 2's to 10, beginning with 0 and 1. Count, read and write numbers to 50. Simple exercises daily on slates and blackboards. Roman numerals to correspond with reading lessons. California State Primary Number Lessons for reference.

FIRST YEAR—A CLASS.

READING AND SPELLING—California State First Reader to page 46. Drill in elementary sounds at each lesson. Pronounce words at head of lesson and in lesson several times before allowing pupils to study or read. Have pupils make very short and simple sentences containing the words in their lessons. See that they read the script as well as the print. Review frequently and have each lesson well read before passing it. Have one or more read the entire lesson at each recitation, sometimes coming forward and

facing the class. Spell words in lessons, both by sound and by letter, giving special attention to articulation, pronunciation and marks. Supplementary reading.

NUMBERS—All combinations of numbers to 10; no remainders in division. ½, ⅓, and ¼ of numbers not greater than 10, objectively taught—the answers to be whole numbers. Count by 2's and 3's to 25, beginning with 0, 1, 2, and 3. Count, read and write numbers to 100. Train to recognize the sum of any two figures at sight as two letters are recognized as a word. Practical examples, using toy-money; teach dollar, half-dollar, quarter-dollar, and ten-cent piece. Continue all other work of the B class. State Primary Number Lessons and Hailman's Primary Methods for reference.

FIRST YEAR—A AND B CLASSES.

WRITING—Use long pencils and require pupils to sit erect and hold pencils correctly and naturally, from the beginning. Give light writing and show pupils how to move the fingers. Do not let them write too long at a time. The hand has a rounded appearance when the pen is properly held. Allow no writing with the left hand. Give much practice to the straight line, left and right curves, and principles, except the fourth. Give short words as you do letters, naming the lines, giving but one at a time. Illustrate on the blackboard in spaces ruled to correspond with slates and paper. Write each pupil's name and paste in front of his reader for constant reference.

GEOGRAPHY—Develop idea of location, direction, and distance. Location of everything in stories told or read. Locate schoolhouse and pupils' residences, giving name of street and number of the house. Have the the general direction of the two given, by the semi-cardinal points, if necessary. Teach the name of the city.

LANGUAGE—See "Oral and Observation Lessons." Have the pupils tell in their own language what they have ob-

served and investigated. Read and tell simple stories and have them reproduced by the children. Have stories written from pictures. Correct all faulty expressions. Full statements required in conversation and recitation. Teach pupils to recognize capital letters, the period, and question mark. Have them construct short sentences containing words selected from charts, readers, and Natural History work.

DRAWING—Bradfield's Drawing Book, No. 1. National Blank Book. Dictation exercises. Drawing on blackboards. Drawing from objects.

ORAL AND OBSERVATION LESSONS:—

Zoology.—Lessons on common mammals:—e. g., cat, dog, horse, cow, rat, squirrel. Characteristic parts of these animals dwelt upon as a basis of classification. Talk about their habits, place where they live, their food, how they eat it, etc. Stories illustrative of habits of these and other mammals.

Botany.—Lessons on common plants. By planting seeds in the presence of the class, let pupils detect development of root, stem and leaf. (Plant seeds in sponge, in a piece of cloth over glass of water, in sawdust, etc). Study fruit, especially the orange.

Color, form and modeling taught in connection with the above work.

Physiology.—The head, trunk and limbs. Hygiene of skin, teeth and nails; bathing.

In "Observation Lessons," have the real object before the pupils where possible.

MORALS AND MANNERS—Enforce habits of cleanliness, neatness and obedience to parents. Tell simple stories to illustrate honesty, truthfulness and kindness. Tell what is, and what is not, proper behavior on playground, the street, and at home. Teach a few short maxims, have pupils repeat them in concert, and as soon as they are able, write

them. Cowdery's Moral Lessons and Gow's Morals and Manners for reference. In this and in all higher grades it should be constantly borne in mind that true education is character building. Give lessons on cruelty to children and animals.

PHYSICAL EXERCISE—Three times daily, or when the children are weary or inattentive. Open windows during the exercise; close them immediately afterwards. For illustration, see Mason's Physical Exercise. Endeavor to infuse animation, to make the children enjoy it. Secure good time in movements. Do not permit noisiness.

MUSIC—Practice the scale. Teach half a dozen easy and suitable songs. Motion songs recommended. Try to secure correct time and good tone from the first. Fifteen minutes daily. Loomis' First Music Reader, for reference.

SECOND YEAR—B CLASS.

READING AND SPELLING.—First Reader, from page 46 to 77. Same general methods as in First Year. Have pupils tell substance of each lesson in their own language. Talk and tell stories about it, and use every effort to make them see that the reading has a meaning, and to be able to express the meaning in a clear and natural way.

Pay attention to proper positions; pupils to stand erect on both feet, with book held well up in left hand. Practice sight-reading occasionally—something very easy. Teach the diacritical marks and sounds as they occur in the Reader. Have the words at the head of each reading lesson written on slates or ruled paper, as well as spelled orally and by sound. Examine the work of each pupil, and require careless work to be re-written. Spell common words used in conversation and recitation as they occur. Dictate sentences from reading lessons, or original ones containing same words, to be written; very slowly at first, and increase speed and quantity as fast as progress justifies. Maxims memorized.

NUMBERS.—All combinations of numbers to 25. Remainders in division may be given. Continuation of fractions to 1-10. Count by 10's to 100, forward and backward, beginning at 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9. Teach combinations of 9 with other numbers. Give simple questions in mental arithmetic frequently. Teach objectively quart, pint, gallon, and the ounce and pound. Number cards may be used. Add columns not exceeding 100, the sum not exceeding 1,000. Multiply and divide by 2 and 3, multiplicand and dividend not to exceed 1,000. Roman notation as far as reading lessons extend.

GEOGRAPHY.—I. Drill on direction. Teach rod, block, and mile. Develop idea of map. Draw map of schoolroom and furniture. Location of room in the school-house.

II. Read "Seven Little Sisters." Introduce the globe in connection with these stories.

SECOND YEAR—A CLASS.

READING AND SPELLING.—First Reader completed. Other work and instructions same as B Class. Spell words from the reading lessons and the most common words used in conversation. Study the vocabulary of the child, and make this the basis of much of the work, in spelling. Teach sounds and diacritical marks.

NUMBERS.—All combinations of numbers to 50, with remainders in division. Count by 2's and 3's to 100, beginning with 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. Teach combinations of 6, 7 and 8, with other numbers. Simple questions in Mental Arithmetic very frequently. Teach yard, foot and inch. Practical work in measurements. Introduce $\frac{2}{3}$, and $\frac{3}{4}$ by means of objects. Number cards may be used. Add numbers not exceeding 10,000, sums not exceeding 100,000. Much practice in adding. Multiply and divide by 2, 3, 4 and 5, multiplicand and dividend not to exceed 10,000. Roman notation as far as reading lessons are numbered. Use the ideas of the State Primary Number Lessons.

GEOGRAPHY—I. Continue with geographical stories. Talk about horizon, sky, zenith; vertical and horizontal lines. Use globe in this connection. Observation of natural features of land and water; hills, valleys, rivers, ponds, etc. Migration of birds.

II. Instruction from the globe, locating our hemispheres (western and northern), our continent, country, state, county, and city. Draw outline map of the school yard with school buildings properly located. With reference to this map, locate streets and houses in the vicinity. Develop idea of scale.

SECOND YEAR—A AND B CLASSES.

SUPPLEMENTARY READING.—Cats and Dogs—Johonnot.

WRITING.—Review principles, small letters, and capitals. Have pupils re-write careless and incorrect writing. Begin each lesson with a movement exercise, and see that every pupil is in position and holding pen properly. Write only where lines are ruled to gauge relative height of letters. P. D. and S. Copy Book, No. 2½.

LANGUAGE.—Continue as in First year, making oral and observation lessons a basis of language lessons. Have pupils write short stories about their observations in Natural History. Write from pictures and read before the class. Strive to secure original and good expression. Fill eliptical sentences. Copy paragraphs from reader and read them. Call attention to words mispronounced and incorrect expressions of any kind used by children at any time; correct them impressively, without trying to give reasons. Correct use of *am* and *are*, *is* and *are*, *was* and *were*, *has* and *have*. Teach use of capitals, period, and question mark, and to recognize other marks of punctuation used in the reader.

DRAWING.—Bradfield's Drawing Book, No. 2. National Blank Book. Dictation exercises. Drawing on blackboard. Drawing from objects.

ORAL AND OBSERVATION LESSONS:—

Zoology—Lessons on mammals continued. Compare the teeth of common mammals. Adaptation of different kinds of teeth to different kinds of food, recognized. Using specimens or good pictures of mammals, study comparison of limbs, thus teaching the *idea* of homology. Develop idea of classification. Have pupils distinguish between carnivores, ungulates and rodents. Talk briefly about monkeys, kangaroos, etc., as very different forms of mammals.

Botany.—Continue work of the first year. Leaves of familiar plants recognized and named. Shapes of leaves. Parts of leaf, blade, petiole, stipules. Margin. Entire, notched. Leaf consists of frame-work, pulp, skin. Venation. Compare leaves of different plants, as regards above particulars. Arrangement of leaves on the stem. Uses of leaves. Require pupils to draw and describe leaves of many plants.

Physiology.—Continue work of first year. Necessity of proper mastication; of pure air, etc. Importance of correct attitude. Warn against crooked backs. Pathfinder No. 1, to page 27.

MORALS AND MANNERS.—Same as first year. Insist upon neatness in work as well as in person. Require politeness to teachers and schoolmates. Teach simple rules of health. A few more maxims. Make use of little incidents that occur in the school room and upon the play ground, involving the question of right and wrong, to impress the moral virtues. Reference books same as first year.

PHYSICAL EXERCISES.—Same as in first year.

MUSIC.—Fifteen minutes daily. Teach five or six new songs. Continue practice of scale. Require pupils to sit or stand erect. Suppress boisterous singing. Loomis' First Music Reader for reference.

THIRD YEAR—B CLASS.

READING AND SPELLING.—California State Second Reader, to page 53. Words at head of lesson to be repeatedly pronounced, and their meaning clearly explained before such lesson is read or studied. Require pupils to make sentences containing such words, thus making a valuable language lesson of the reading. Give special drill on words hard to pronounce, or commonly mispronounced, but do not stop the pupil in the middle of a paragraph. Continue drill in elementary sounds and diacritical marks as found in the reader. Aim to infuse animation by your example; this will go far to secure good expression, both of voice and face, and to break up the bad habits of hesitating and repeating. Frequent exercises in sight-reading, requiring the pupils to come forward and face the class, will do much to incite them to effort and inspire them with confidence. Pupils to read selections silently and afterwards give the thought orally. Short selections learned and recited once each month. Do all work found in the reader. Spelling same as in first and second years, but much more of the writing from dictation may be required, both from readers and original sentences containing words used in oral lessons and common talk. Spell by sounds. Pupils should know all sounds and marks.

NUMBERS.—All combinations to 100. Much practice in addition, numbers to 10,000 and sums to 100,000. Multiply and divide by all the digits to 7, multiplicand and dividend not exceeding 100,000. Work with fractions to $\frac{7}{8}$. Roman numerals as far as reading lessons. Give much mental work; practical examples coming within range of pupils' knowledge of mechanical work as they progress. Simple work in reducing from one denomination to another. Review of denominate numbers, adding time. Problems involving more than one operation. Consult State Primary Number Lessons freely.

GEOGRAPHY.—I. Oral. Location of the County in the state; state in the country; teach what a county is and

study Los Angeles County viz:–(1) Draw an outline map. (2) Mold the County. (3) From molding, sand building, etc., teach the following: valley, mountain, desert, river, lake (outlet), bay, cape, island, ocean.

II. Teach boundaries. Name and locate on the map two rivers; three mountains; three towns; two railroads; productions. A few facts in reference to the history of the county. Journeys to points of interest. Scrap book of Los Angeles County. Observation of soils, gravel, sand, loam, rocks, common minerals, and metals.

THIRD YEAR—A CLASS.

READING AND SPELLING.—Second Reader from page 53 to 102. Other work and instructions same as B Class.

NUMBERS.—All combinations to 1,000. Much practice in addition, numbers to 100,000 and sums to 1,000,000. Teach subtraction where reduction is necessary. Multiply and divide by all the digits, multiplicand and dividend not exceeding 1,000,000. No long division. Work with fractions to twelfths, with numerator greater than 1. Sums and differences of easy fractions. Roman numerals as far as reading lessons. Easy mental examples in reducing from one denomination to another, in fractions, and denominate numbers. Practical problems involving the purchase and sale of goods in which the making of change is required. Consult and use State Primary Number Lessons freely.

GEOGRAPHY.—I. Review work of the lower class. Consult State Elementary Geography, covering the work of the first 16 pages.

II. Draw a simple outline map of the city, giving attention to location, direction and distance. Locate on the map Los Angeles River; Downey Ave.; San Fernando, Main and Spring Streets; Broadway; Temple, First and Second Streets. Journeys on the cable roads to important buildings, to parks, etc.

THIRD YEAR—A AND B CLASSES.

SUPPLEMENTARY READING—Feathers and Fur—Johonnot.

WRITING.—Review as in second year. Give much practice on whole arm and forearm movement as directed by the special teacher. P. D. and S. Copy Book, No. 3½.

LANGUAGE.—Write and give orally substance of oral lessons in geography and natural history. Require reproduction of stories told or read at previous times. Proper use of capitals, periods, and interrogation points. Distinguish nouns, verbs, adjectives, and adverbs. No definitions. Continue careful correction of common errors in speech, and the writing of sentences containing certain words. Correct use of *this* and *that*, *these* and *those*. Use the different forms of *who*, in questions. Write letters, with attention to beginning, closing, and the address. State Language Lessons to Lesson 49 for reference.

DRAWING.—Bradfield's Drawing Book, No. 3. National Blank Book. Dictation exercises. Drawing on Blackboard. Object drawing.

ORAL AND OBSERVATION LESSONS:—

Zoology.—Review. Study feet of carnivores, ungulates and rodents. Lessons on common birds; duck, hen, hawk. Let pupils compare these with each other and with mammals. Compare feet and bills, show adaptation and classify. Talk on instincts of birds. Lessons on common insects—division of body. Collect cocoons.

Botany.—Lessons on flowers. Select plants with perfect and somewhat conspicuous flowers. Teach rows of parts on stem and holder. Special study of parts. Kinds of flowers, simple and odd. Way flowers grow on plants. (1) stem, (2) no stems, (3) alone (4) in bunches, (5) on sides, (6) at end. Let pupils draw parts and describe. Cut open the ovary in large flowers and show the ovules. Develop idea that the parts of a flower are altered leaves.

Physiology.—Instruction on alcohol and narcotics. Pathfinder No. 1 to page 79.

MORALS AND MANNERS.—Same as first and second years.

PHYSICAL EXERCISE.—Two or three times daily. Care should be taken to secure good air in the room during the exercises, and to shut off draughts when through. Give breathing exercises. Aim at variety and strive against listlessness. Try to make these exercises such that pupils will ask for them.

MUSIC.—Teach whole, half, and quarter notes, with corresponding rests. Read notes by letters and syllables. Ask questions on what has been taught. Loomis' First Music Reader, fifteen minutes daily.

FOURTH YEAR—B CLASS.

READING AND SPELLING—Second Reader from page 102 to page 147. Pupils may be taught and called upon to give synonyms for words in the lessons. Occasional concert reading of paragraphs that have been thoroughly taught may be practiced. Silent reading. Often call upon pupils to read some instructive story to the class, make them feel it an honor, and use all your ingenuity in awakening an interest. Have pupils repeat after you, in concert, short sentences suitable for cultivating inflection and modulation and general voice training. Drill in all vowel and consonant sounds not already learned. Short selections committed to memory and recited each month. Quotations learned.

Spell from Reader and other text books. Spell by letter, by sound, and in writing, using spelling blanks and pencils. Give attention to diacritic marks and silent letters. Pay special attention to neatness.

NUMBERS—Continue all the work of third year, with much practice in addition. Divide by all numbers to 12 inclusive, by short division, and multiply by all numbers to 12 inclusive, as one operation. Teach multiplication and

long division, the multiplier and divisor not to exceed two figures. Cover work up to page 141, of Primary Number Lessons.

LANGUAGE — Reproduction, oral and written. Make "Observation Lesson" the basis of this work. After several oral lessons in analysis or examination of plants, etc., have the pupils write compositions illustrated by their own drawings of the parts studied.

Continue work of distinguishing nouns, pronouns, verbs adverbs and adjectives.

Give careful attention to spelling, writing, capital letters and punctuation. State Language Lessons from Lesson 49 to 74.

GEOGRAPHY.—I. Draw map of California. Use modeling board. Learn boundaries, name and locate five large cities, two rivers, two mountain ranges, Los Angeles county, S. P. and C. P. railroads, etc. Make imaginary journeys to different parts of the State by rail and ocean. Locate state on the globe. Teach something of the plants, animals, climate, and products of the State. II. Lessons on the globe. Cover work in dictation in State Elementary Geography from page 17 to 32.

FOURTH YEAR—A CLASS.

READING AND SPELLING.—Second Reader, from page 147 to 193. Other work and instruction same as B Class.

NUMBERS.—State Primary Number Lessons beginning with page 141. Continue all the work of the B Fourth Class. Factoring numbers below 100. Adding and subtracting simple mixed numbers as $2\frac{1}{2}$, $3\frac{3}{4}$, etc. Continue work with simple fractions as in A Third. Easy work in U. S. money, simple bills.

LANGUAGE.—Reproduce stories. Have children give the results of their own investigations in Natural History, in composition form, illustrated by their own drawings. *Train*

for originality of expression. See Powell's "How to Write," Part II.

Give attention to spelling, penmanship, capitals, and pronunciation. Distinguish parts of speech. Exercise pupils in letter writing, with careful attention to the beginning, closing, and address. State Language Lessons from Lesson 74 to Part II.

GEOGRAPHY.—Oral. Pacific Slope. (Consult Elementary Geography, covering main points of the work from page 60 to 88.) Modeling in sand and clay. Review "Lessons on the Globe." Draw city map showing nine wards.

FOURTH YEAR—A AND B CLASSES.

SUPPLEMENTARY READING—Wings and Fins, Johonnot.

WRITING—P. D. and S. Copy Book, No. 4. Practice arm movements. Require correct position and enforce neatness. Have careless work rewitten.

Drawing.---Free-hand Drawing Books, Nos. 5 and 6. Dictation exercises. Bradfield's Drawing Book No. 4. First Lessons in Design—with circle. Drawing on blackboards. Drawing from objects.

ORAL AND OBSERVATION LESSONS:—

Zoology.—Review lessons on birds. Branch Vertebrata. Class—Birds (Aves). General Characteristics. Comparison of feet. Orders—Wading, Scratching, Perching, etc. Class—Fishes. General Characteristics; Skeleton; Bodies; Cold; Respiration. Continue with insects. Metamorphosis.

Botany—Review. Pistil of the flower develops into fruit. Fruits. Seeds. Different kinds of stems; woody and herbaceous, exogenous and endogenous. Distinguish decidous and evergreen trees.

Physiology.—Finish Pathfinder No. 1.

MORALS AND MANNERS.—Tell suitable stories, repeat maxims, insist upon general neatness, pure and chaste

language; use works of reference recommended for First, Second, and Third years.

PHYSICAL EXERCISE.—Same as in former years.

MUSIC—Review what has been taught. Explain the staff. Teach names and relative value of different notes and rests. Practice beating time. Loomis' First Music Reader, fifteen minutes daily.

FIFTH YEAR—B CLASS.

READING AND SPELLING—Second Reader from page 193 to 238. Require pupils to write all new words, with synonyms and definitions, to be read and criticised as a part of the recitation. Each pupil should have a dictionary, and be taught how to use it. Require them to produce the subject matter of all pieces read. Have the lesson read once through, substituting for principal words synonyms or brief definitions. Practice freely the concert exercise of short sentences for training the voice,requiring your rendering to be closely imitated. Sight-reading, as often as practicable, from suitable periodicals or books. Pupils should be able to read an ordinary newspaper with readiness and intelligence. Try to make all recitations pleasant, by varying their character and avoiding monotony. Silent reading. Spell all new words in reader and other text books. Spelling contests occasionally. Word lessons in articulation, pronunciation, diacritical marks, and sounds. Spelling blanks, using pen and ink.

ARITHMETIC—California Advanced Arithmetic to page 67. Subjects: Notation, Numeration, Addition, Subtraction, Multiplication, Division and Factors. Much work on blackboard, giving simple test examples not found in book. Review work with fractions. Add and subtract simple fractions. A mixed number divided by a whole number. Use objects always at first. Pupils led to see the relation of .1, .01, and .001 to an integer, and taught to write, add, and subtract decimals to .001. Frequent mental exercises, original and from book. Daily drill in rapid addition.

LANGUAGE—First 20 lessons of Part II, California State Language Lessons. Letter writing. See "Observation Lessons" for material in composition work. Stories from American History told by the teacher, or read by the pupils, and made the subjects for composition.

GEOGRAPHY—State Elementary Geography. I. From page 32 to 60. II. From page 60 to 95. Supplement work in each period by the use of the outlines furnished and by reading geographical stories.

Production and climate maps; maps of river-systems and mountain-systems. Profile and Outline maps. Let drawings be rapid sketches rather than elaborate work. Modeling in sand and clay.

FIFTH YEAR—A CLASS.

READING AND SPELLING—Second Reader completed. Other work and instructions same as B Class.

ARITHMETIC—Advanced Arithmetic, from page 67 to 97. Subjects: Multiples and Common Fractions. Much work on blackboard, giving simple test examples not found in book. Review the simple operations in decimals of B 5, and begin easy work in Multiplication and Division of Decimals. Frequent mental exercises, original and from the book. Daily drill in rapid addition. Reviews.

LANGUAGE—Complete State Language Lessons, Part II. Letter writing and compositions. Authors' days observed and quotations learned.

GEOGRAPHY—Complete the Elementary Book as follows: Period I. South America and Europe. Period II. Asia, Africa, and Oceanica. Review. Draw maps and supplement work as in B 5. See list of books for Supplementary Reading in the State Text Book.

FIFTH YEAR—A AND B CLASSES.

SUPPLEMENTARY READING—Flyers, Creepers and Swimers; Stories of Our Country—Johonnot.

WRITING—P. D. and S. Copy Book, No. 12. Continue drill in elements, small and capital letters, and practice of movement. Require the pupils' best and neatest work.

DRAWING—Free-hand Books Nos. 7 and 8. Bradfield's Drawing Brok, No. 5. Dictation. Fine drawing. Blackboard drawing. Exercise in designing. Drawing from objects.

ORAL AND OBSERVATION LESSONS:—

Zoology—Review. Branch Vertebrata. Teach characteristics of the two Classes—Reptiles, Amphibia, metamorphosis of Amphibia.

Characteristics possessed in common by mammals, birds, fishes, reptiles, amphibia. Let pupils observe, compare, and describe. Branch Arthropoda. Class—Insecta; characteristics. Study differences of two orders; diptera and orthoptera. Fly and grasshopper. Each pupil should have a specimen.

Botany—Study roots. The plant as a whole. Annuals and perennials. Continue comparison of different specimens. Write descriptions. See Powell's "How to Write." Outline page 200.

Physiology—Instruction on Alcohol and Tobacco. The human skeleton. Pathfinder No. 2 to page 57.

MORALS AND MANNERS.—Conversational lessons on politeness and rules of deportment at home and in public places. Illustrate by common incidents of noticeably good or bad behavior. Keep neatness prominent in person, desk, books, examination papers, etc. Same reference as in lower grades.

PHYSICAL EXERCISE.—Twice a day. Consult Mason's or other suitable book on Physical Exercise for forms. May allow a pupil to lead. Secure animation.

MUSIC.—Loomis' Second Music Reader. Simple two-part songs and easy rounds. Count and beat time. Practice intervals. Fifteen minutes daily.

Grammar Department.

SIXTH YEAR—B Class.

Reading and Spelling—California State Third Reader to page 91. Encourage pupils to make free use of dictionaries. Pay special attention to the character of each selection, adapting the style of reading to the sentiment of the piece. Occasional concert reading of choice selections. Continue elocutionary drill in modulation, inflection, enunciation, and emphasis. Words in text books, especially geography, to be spelled. Spelling contests with other classes of same grade recommended—by sound, by letter, and in writing, with silent letters and sounds marked.

Arithmetic—From page 97 to 128. Subjects: Review Common Fractions, Decimal Fractions, Bills and Long Measure. Contracted and last five short methods at option of teacher. Develop idea of percentage. Rapid addition daily. Reviews.

Grammar—California State Grammar, Part I, to Lesson 32. Letter writing and composition continued.

Geography—Harper's School Geography, commenced at page 24 and studied to page 53 by outlines, as follows: Period I. United States and map, New England, and Middle Atlantic States. Period II. South Atlantic, South Central, and North Central States. Draw map of North Central States. Direct pupils in the use of the library to supplement the work of both periods.

SIXTH YEAR—A CLASS.

READING AND SPELLING—Third Reader, from page 91 to 172. Other work and instructions same as B Class.

ARITHMETIC—From page 128 to 154. Subjects: Surface, Cubic, Liquid, Circular, and Time Measure; Avoirdupois and Troy Weights; Longitude and Time. Easy oral work in Percentage. Parts of numbers, fractionally, decimally, as per cent, and as aliquot parts. Rapid addition daily. Reviews.

GRAMMAR—Complete Part I of State Grammar. Letter writing and Composition continued. Review.

GEOGRAPHY—Study from page 53 to 86, the following, by outlines: Period I. West Central States, States of the Plains, and Highland States. Draw maps of the West Central and States of the Plains—northern division, and the Highland-Pacific States. Period II. Dominion of Canada, Mexico, Central America, South America, and review. Much supplementary reading.

SIXTH YEAR—A AND B CLASSES.

SUPPLEMENTARY READING—Claws and Hoofs; Stories of Other Lands.—Johonnot.

WRITING—P. D. and S. Copy Book, No. 11. Correct position, penholding and neat work.

DRAWING—Free hand, Books 8 and 9. Bradfield's Drawing Book No. 6. Dictation, limiting time. Drawing on blackboard. Designing with square. Drawing from objects.

ORAL AND OBSERVATION LESSONS:—

Zoology—Classification. Branches of the animal kingdom. Get a specimen of each, if possible. Use good pictures where specimens cannot be obtained. Review work of previous years and add two classes not already studied.

Continue work with insects and classify those studied. Coleoptera and Lepidoptera. Special study of beetle, butterfly, and silk worm. Draw, dissect, mount, and describe. Reference—Colton's Zoology, Holder's Zoology.

Botany—Review. Distinguish between exogenous and endogenous plants. Application to plants in hand of all the terms that have been used. Continue comparison of different specimens.

Physiology—Cover work from page 57 to 109, Pathfinder No. 2.

MORALS AND MANNERS—Energy, activity, directness of purpose, self-reliance, preseverance and endurance, as contributing to success in life; apply them to the performance of school duties. Show the evil effects of want of energy, indecision, laxity of purpose. Same reference books as before.

PHYSICAL EXERCISE—Twice a day, as in Fifth Year.

MUSIC—Loomis' Third Music Reader. Practice sight singing in all the keys. Fifteen minutes daily.

SEVENTH YEAR—B CLASS.

READING AND SPELLING—Selected lessons from the Third Reader. Pupils in this grade should learn something of the author of every piece studied. Appoint certain ones from day to day to find out and report to the class something more of the authors than the book gives—having them bring in and read suitable selections from their writings. Make the developing and training of voices the object of frequent and suitable exercise. The training of pupils in reciting "declamations" may profitably be made a part of regular lessons in reading, care being taken in the selections. Use dictionaries freely. Special attention to words in Geography and History for spelling. Inter-class contests, once or twice each term, recommended, on same conditions as in Sixth Year. Mark sounds and silent letters.

ARITHMETIC—From page 154 to 185. Subjects: Denominate Numbers, U. S. Money, Analysis, Partnership, Percentage. Omit Proportion. Rapid addition daily. Reviews.

GRAMMAR—State Grammar, Part II, from Lesson 49 to 103. Write compositions and letters. Review.

GEOGRAPHY—From page 86 to 119, the following by outlines: Period I, Europe and Asia. Period II, Oceania, Africa, and review. Draw maps of Europe and Africa.

SEVENTH YEAR—A CLASS.

READING AND SPELLING—Selected lessons from the Third Reader. Other work and instruction same as B Class.

ARITHMETIC—From page 185 to 204. Subjects: Profit and Loss, Commission, Insurance, Taxes, Duties, Stocks. Rapid addition daily. Reviews.

GRAMMAR—State Grammar, from Lesson 103 to 162. Write compositions and letters.

GEOGRAPHY—Period I. The first 24 pages of the book. Special Geography of California by outline, as far as Forests. Period II. California finished. A general review with special attention to the United States. Draw map of California.

SEVENTH YEAR—A AND B CLASSES.

SUPPLEMENTARY READING—Read from several Histories of U. S., *Colonial Period*. Stories of Olden Times. Johonnot.

WRITING—P. D. and S. Copy Book, No. 7. Grade pupils on careful, painstaking work.

DRAWING—Free-hand Books, Nos. 10 and 11. Bradfield's Book No. 7 and American Blank Drawing Book. Lessons in design. Blackboard drawing. Dictation. Drawing from objects.

ORAL AND OBSERVATION LESSONS:—

Zoology—Review and continue work of previous year. Vermes.

Botany—Analysis of plants. General review.

Physiology—Respiration and Circulation. Cover work from page 108 to 165, Pathfinder No. 2.

MORALS AND MANNERS—Lessons on the rights of property, duties of citizenship, respect for authority, respect for age, filial obedience. Take advantage of current incidents of daily news to impress a lesson in good manners or morality upon your pupils. Same reference books as before.

PHYSICAL EXERCISE—Arm movements and breathing exercises, as directed in Swett's School Elocution.

MUSIC—Loomis' Third Music Reader.

EIGHTH YEAR—B CLASS.

READING AND SPELLING—Selected lessons from the Third Reader. Pursue same general plan as in Seventh Year. Do not allow trashy selections to be recited or read.

ARITHMETIC—From page 204 to 246. Subjects: Interest, Partial Payments, Compound Interest, Accounts, Square and Cube Roots. Omit "Average of Payments" and "Average." Rapid addition daily. Reviews.

GRAMMAR—From Lessons 175 to 221. Write compositions and letters. Review.

U. S. HISTORY—State Series from chapter XIV to XXIV.

EIGHTH YEAR—A CLASS.

READING AND SPELLING—Complete Third Reader and follow instructions for B Class and Seventh Year. The spelling of words in History, Physiology, Zoology, and Botany, to be made a part of each recitation, and these words specially used in the "contests," which are advised, as in the lower grades. Mark sounds and silent letters.

ARITHMETIC—Complete the book with a general review, including omitted subjects.

GRAMMAR—Complete the book. Study chapter VII, previously omitted. Punctuation, letter writing, composition, and review.

U. S. HISTORY—Finish the book.

EIGHTH YEAR—A AND B CLASSES.

SUPPLEMENTARY READING—Johonnot's Ten Great Events in History. Irving's Sketch Book.

WRITING—P. D. and S. Copy Book, Nos. 7, 10 or Book of Alphabets as directed by the special teacher.

DRAWING—Free-hand Drawing Books, Nos. 11 and 12, and Bradfield's Drawing Book No. 8. Lessons in designing from natural objects. Dictation Exercises. Drawing on blackboard. Drawing from objects.

ORAL AND OBSERVATION LESSONS:—

Zoology—Vertebrates reviewed. Mollusks and radiates. Insects injurious to California fruit trees.

Botany—Five new specimens analyzed, drawn, and pressed. Plants useful in art. Medicinal plants.

Physiology—Nervous system. Complete Pathfinder No. 2.

MORALS AND MANNERS—Adapt any of the suggestions to lower grades on this subject that are suitable for your class. Give an occassional earnest talk, (no set speeches), remembering that illustrations and facts are better than theories. Gow's Morals and Manners and Cowdery's Moral Lessons for reference.

PHYSICAL EXERCISE—Same as Seventh Year.

MUSIC—Loomis' Third Music Réader.

TEXT BOOKS.	Periods	PRIMARY GRADES.										GRAMMAR GRADES.					
		First		Second		Third		Fourth		Fifth		Sixth		Seventh		Eighth	
Class	....	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
First Reader, California State Series	1	....	25	53	104	....	....	....	....	....	....	....	....	....	....	....	....
	2	....	46	77	end	....	....	....	....	....	....	....	....	....	....	....	....
Second Reader, California State Series	1	....	....	....	....	29	80	123	170	216	263	....	....	....	....	....	....
	2	....	....	....	....	53	102	147	193	238	end	....	....	....	....	....	....
Third Reader, California State Series	1	....	....	....	....	....	....	....	....	....	....	50	131	....	....	....	....
	2	....	....	....	....	....	....	....	....	....	....	91	172	Selec	tions	Selecti	ons
Primary Arithmetic, Cal. State Series	1	....	....	....	....	....	....	....	133	....	....	....	....	....	....	....	....
	2	....	....	....	....	....	....	120	end	....	....	....	....	....	....	....	....
Advanced Arithmetic, Cal. State Series	1	....	....	....	....	....	....	....	....	43	82	113	143	168	194	221	259
	2	....	....	....	....	....	....	....	....	67	97	128	154	185	204	246	end
Language Lessons, Cal. State Series	1	....	....	....	....	....	....	50	....	109	140	....	....	....	....	....	....
	2	....	....	....	....	....	....	60	80	123	end	....	....	....	....	....	....
Grammar, California State Series	1	....	....	....	....	....	....	....	....	....	....	25	52	96	153	216	260
	2	....	....	....	....	....	....	....	....	....	....	35	63	120	176	237	end
U. S. History, California State Series	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	98–179	303
	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	246	end
Elementary Geography, Cal. State Series	1	....	....	....	....	....	....	....	....	32–60	115	....	....	....	....	....	....
	2	....	....	....	....	....	....	....	....	95	end	....	....	....	....	....	....
Harper's School Geography	1	....	....	....	....	....	....	....	....	....	....	24–44	64	110	24Cal	....	....
	2	....	....	....	....	....	....	....	....	....	....	53	86	119	Cal	....	....
Music Reader, Loomis'	No.	1	1	1	1	1	1	1	1	2	2	3	3	3	3	3	3
Copy Book, (P. D. & S.)	No.	....	....	2½	2½	3½	3½	4	4	12	12	11	11	7	7	7	or10
Bradfield's Drawing Book	No.	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8
Free-hand Drawing Book	....	....	....	....	....	....	....	5	6	7	8	8	9	10	11	11	12

High School.

MISS ELIZABETH A. PACKARD, Principal.
Literature.

MRS. MARY L. CHAPMAN, Vice-Principal.
Natural Science.

MISS FLORENCE A. DUNHAM,
History.

MRS. MARGARET J. FRICK,
English.

MISS CLARA LILLIBRIDGE,
Mathematics.

MISS A. GENEVIEVE SHARPE,
Mathematics.

MISS ALMA S. BRIGHAM,
Latin.

MISS M. HELEN WOOSTER,
Latin and Physiology.

MR. LEROY D. BROWN,
Greek and Natural Science.

MISS LOUISA J. KENDALL,
English.

MISS AGNES M. McLEAN,
Calisthenics and Expression.

HIGH SCHOOL CURRICULUM—With Number of Recitations Per Week.

	SCIENTIFIC	RECITATIONS B	RECITATIONS A	LITERARY	RECITATIONS B	RECITATIONS A	CLASSICAL	RECITATIONS B	RECITATIONS A
Ninth Year	Elementary Geometry	5	4	Elementary Geometry	5	4	Elementary Geometry	5	4
	English	4	5	English	4	5	English	4	5
	Physiology	4		Physiology	4		Physiology	4	
	Physical Geography	5		Latin	5	4	Latin	5	4
	Book Keeping and Arithmetic		5	Book-Keeping and Arithmetic		5	Book-Keeping and Arithmetic		5
	Zoology		4	Entomology	1		Entomology	1	
	Drawing Books 13 and 14	2	2	Drawing	2	2	Drawing	2	2
Junior Year	Algebra	5	4	Algebra	5	4	Algebra	5	4
	English	9	5	English	9	5	English	9	
	Botany	4		Latin	5	5	Latin	5	5
	Physics		5	Grecian History		4	Grecian History		4
	Drawing Book 16 (objects)	2	2	Drawing	2	2	Greek		5
	Grecian History (optional)		4				Drawing	2	2
Middle Year	Geometry	5	5	Geometry	5	5	Geometry	5	5
	English, 1½ Semesters	5	5	English, 1½ Semesters	5	5	English, (with B Class)		5
	Physics	4		Latin	5	4	Latin	5	4
	Chemistry		4	Chemistry, ½ Semester		4	Roman History	4	
	Ancient History	2		Roman History	4		Greek	5	5
	Modern History		5	Modern History		5	Drawing	2	2
	Drawing, book 17, (light, shade, shadow)	2	2	Drawing	2	2			
Senior Year	Algebra	5		Algebra	5		Algebra	5	
	Solid Geometry or Trigonometry		4	Solid Geometry, Trigonometry, or Astronomy (optional)		4	English, ½ Semester		5
	English	5	5	English	5	5	Latin	5	5
	Chemistry	4		Chemistry	4		Government of U. S.		4
	Astronomy		4	Latin	5	5	Greek	4	5
	Government of U. S.	4		Government of U. S.		4	Astronomy or Chemistry, (optional)	4	
	Political Economy		1	Political Economy (optional)		1	Drawing	2	2
	Reviews								
	Drawing, Book 18, (perspective)	2	2	Drawing	2	2			

Miscellaneous.

I. *Election of Course*—On entering the High School, a regular course must be elected. A change may be made only at end of Junior Year, unless in exceptional cases upon satisfactory reasons set forth in writing by parents or guardians.

II. *Partial Course*—Upon written request of parents or guardians, pupils may be allowed to pursue a partial course, but such are not candidates for graduation.

III. *Graduation*—Pupils are graduated upon satisfactory completion of any regular course. In each class the ten pupils having the highest standing in deportment and in scholarship for entire course will have the honor of speaking in the Commencement exercises.

IV. *Rhetorical Exercises*—All pupils are active members of the "Star and Crescent Literary Society," which meets on first and third Friday afternoon of each school month. Every regular graduate who has commendably fulfilled his society duties is publicly presented with a gold Star and Cressent pin, which admits him to the Alumni Association.

V. *Admission to College*—Graduates are at present admitted, on Principal's recommendation, without examination, to the Scientific and Literary Course of the State University at Berkeley; also to Smith, and Wellesley Colleges.

TEXT-BOOKS IN HIGH SCHOOL.

Childs' Essentials of Book-keeping.

Hill's Lessons in Geometry.

Wentworth's Elements of Algebra, Wentworth's Plane and Solid Geometry.

Kellogg's Rhetoric.

Ginn's Plutarch's Lives.

Rolfe's Lady of the Lake; Lay of the Last Minstrel; Merchant of Venice; Julius Cæsar.

Lovell's Alhambra; Newcomes, Vols. I and II.

Clark and Maynard's (English Classics) Sir Roger de Coverly.

Houghton, Mifflin & Co.'s Riverside Evangeline; Snow Bound; Vision of Sir Launfal.

Macmillan's Burke, Vol. I.

Hawthorne's Tanglewood Tales.

Clarendon Press Comus.

Hale's Longer English Poems.

Meiklejohn's English Language.

Outlines of Mediæval and Modern History—Myers.

Ancient History for Colleges and High Schools—Myers & Allen.

Hutchison's Physiology.

Maury's Physical Geography.

Cooke's Practical Entomology.

Gray's Field, Forest, and Garden Botany.

Gage's Introduction to Physical Science.

Williams' Introduction to Chemical Science.

Sharpless & Philips' Astronomy.

Collar & Daniell's Beginner's Latin Book.

Allen & Greenough's Latin Grammar; Cæsar; Cicero; Greenough's Virgil.

Collar & Daniell's Latin Prose Composition.

Leighton's New Greek Lessons.

Goodwin's Greek Grammar; Xenophon's Anabasis.

Keep's Homer's Illiad.

Jones' Exercises in Greek Prose Composition.

Blake's Homer's Lexicon.

Bartholomew's Drawing Books.

American Blank Drawing Book.

AN OUTLINE

OF THE

COURSE IN ENGLISH

IN

LOS ANGELES HIGH SCHOOL.

(Arranged for four years' work, each term presupposing thorough knowledge of previous work.)

B NINTH.

I. *Literature and Expression* — Plutarch's Lives. Substance of text in pupil's own language, oral and written. Anecdotes from supplementary reading. Short sketches of various characters, introducing outside material. Reading of Dickens' Christmas Carol, or selections from Longfellow.

II. *Reading*—Attention to position, enunciation, expression.

III. *Dictionary Work*—Diacritical marks, rules for pronunciation. Exercises on words frequently mispronounced, or misspelled. Spelling of proper names.

IV. *Grammar*—Attention to capitals, punctuation, margins, headings and general appearance. Short sentences, clearness and simplicity required. False syntax from written exercises corrected in class.

V. *Further Composition Work*—Newspaper paragraphs on local occurrences. Letters in answer to advertisements. Descriptions of persons, fine pictures, of interiors of rooms or buildings, of exteriors from observation.

A NINTH.

I. *Literature and Expression*—Scott's Lady of the Lake. A Canto read through for the story, then re-read, giving meaning of words, looking up geograpical and other allusions, seeing beauty of figures, Scottish scenery, history, and life. Memorizing, and weaving parts memorized into written work. In this and all subsequent reading, the life of author and his place in literature. Marked differences between poetry and prose. Transposition of verse into prose. Descriptions of scenery from poem and from nature. Short description of personages. Oral and written telling of story. Outline of each Canto. Amplifications of situations by introducing imaginary details. Tales of a Grandfather for reference. Reading of Hawthorne's Tanglewood Tales.

II. *Reading*—As in B Ninth. Effort to make it pleasurable to listeners.

III. *Dictionary Work*—As in B Ninth.

IV. *Grammar*—Kellogg's Rhetoric, 30 lessons. Simple, compound, and complex sentences by analysis and synthesis. Participles and Infinitives. Transposition and transformation of phrases and clauses. Punctuation. Order and clearness in arrangement and expression should be secured before completing the grade.

JUNIOR B.

I. *Literature and Expression*—1. Irving's Alhambra. Discussion of meaning of unfamiliar words. Moorish and Spanish scenery, architecture, customs, legends. Talks by teacher or pupils from Conquest of Granada. Expression of one thought in as many ways as possible. Attempts to reproduce in style of author. Oral and written narrative and description. Reproduction of stories, giving different endings or introducing imaginary adventures. Given a group of characters to imagine stories. Imitative sketches taken from Spanish life in Southern California.

2. Longfellow's Evangeline. Shades of meaning of words. Studies in elegance and imagery. Varieties of the phrase. Scansion. Descriptions and narratives continued. Character studies. Comparison of Arcadian life with that of the Pilgrims in Courtship of Miles Standish. Comparison of Evangeline with Priscilla.

3. Whittier's Snow Bound. New England winter scenery and life. Description of different days from observation. Paraphrases. Exposition of certain passages. Special attention to rhetorical figures.

II. *Rhetoric*—Kellogg's Qualities of Style. Synomyms. Dictation for punctuation. Paragraphing.

Authors' birthdays observed throughout Junior Year. Pupils expected to read something of authors outside of class requirements, and to report on home reading.

JUNIOR A.

I. *Literature and Expression*—1. Scott's Lay of the Last Minstrel. Scottish life; historical and other side lights. Comparison with Lady of the Lake. Composition, oral and written, as before; narration, description, exposition, amplification, paraphrasing. Outline of each Canto.

2. Addison's Sir Roger de Coverley. Verbal peculiarities. The sentence. Social life of the period. Character sketches. Imaginary letters in imitation of the Spectator.

3. Lowell's Vision of Sir Launfal. Memorizing of large portions. Study of Beauty in thought and language. Analysis of imagery. Tennyson's Holy Grail read to the class, and the two poems compared. Essays on suggested themes.

II. *Rhetoric*—Kellogg's completed. Mastery of scansion. Letter-writing, business and social forms. Telegrams for concise wording.

MIDDLE B.

Literature and Expression—1. Shakespeare's Merchant of Venice. Training in oral dramatic reading. Prosody.

Elizabethan grammar and analysis of sentences. Verbal and other peculiarities and difficulties. Imagery. Memorizing. Ability to place prominent passages. Character sketches verified by quotation. Argumentative writing based on play. Final tabulated analysis of entire plot.

2. Thackeray's Newcomes. Class discussion of home reading. Oral debates. Qualities of style. Dictation for punctuation. Phases of character developed in relations of personages to one another.

MIDDLE A.

Literature and Expression—Hales' Longer English poems, selections. Goldsmith's Traveler and Deserted Village, Cowper's Heroism and Mother's Picture, Gray's Elegy, Burns' Cotter's Saturday Night, Byron's Prisoner of Chillon, Pope's Rape of the Lock. Outlines, abstracts, paraphrases, comments on selected portions—oral and written. Qualities of style. Saxon, Latin, and French elements in diction, studied somewhat. Imaginary pen pictures suggested by Deserted Village. Writing of imaginary conversation at the Cotter's. One original story secured if possible. One illustrated essay or story.

During middle year each student reads at home, and writes reviews of three books, chosen, one each, from the following: Travels, history, biography, essays, poetry, and fiction. The teacher is consulted as to choice.

SENIOR B.

I. *History of Language and Literature*—Based on Meiklejohn.

II. *Literature and Expression*—1. Critical study of Spenser's Prothalamion; Dryden's Ode for St. Cecilia's Day, Alexander's Feast; Collins' Ode to the Passions; Gray's Progress of Poesy, Bard. Diction of all, and special study of word-derivation in prothalamion. Reading of extracts from classic authors to accompany History of Literature. Pilgrim's Progress read at home.

2. Burke's Select Works edited by Payne, Vol. I. Historical connection, subject matter, reasoning, oratorical style. Constant practice on paraphrases and abstracts. Close arguments of American speeches, from memory.

SENIOR A.

I. *History of Literature*—Meiklejohn completed. Essays by Macaulay, Lowell, Stedman, Matthew Arnold, and others, used throughout year for aid towards criticism. Brief survey of American literature.

II. *Literature and Expression*—1. Critical study of Burns' 'Twa Dogs; Coleridge's Ancient Mariner; Wordsworth's Ode; Intimations of Immortality; Keats' Eve of St. Agnes. Reading of extracts illustrating History of nineteenth century literature.

2. Shakespeare's Julius Cæsar. Historical and social setting, (Plutarch and Froude for reference.) Diction. Grammar. Interpretation. Parallel passages. Development of characters. Dramatic construction. Final tabulated analysis.

3. Milton's chief minor poems—Hymn on the Nativity, L'Allegro, Il Penseroso, Comus, Lycidas — thoroughly studied and enjoyed.

Commencement essays prepared during first half of this semester.

Outline of Latin Course.

B NINTH.

Collar & Daniell's Beginner's Book begun.

A NINTH.

Collar & Daniell's Beginner's Book completed.
Cæsar's Gallic War, Book II.

JUNIOR B.

Cæsar's Gallic War, Books III and IV.
Collar & Daniell's Latin Composition begun.
Sight reading of easy passages.

JUNIOR A.

Cæsar's Gallic War, Book I.
Collar & Daniell's Latin Composition continued.
Sight reading.

MIDDLE B.

Cicero, 3 Orations against Catiline.
Collar & Daniell's Latin Composition continued.
Sight reading of one additional Oration.

MIDDLE A.

Cicero, 4th Oration against Catiline; Orations *Pro Archia Poeta* and *Pro Lege Manilia*.
Collar & Daniell's Latin Composition finished.
Sight reading.

SENIOR.

Virgil's Æneid, 6 Books.
Prosody. Latin composition, connected passages.
Sight reading of Eclogues.
Reviews.

Alumni of the High School.

CLASS OF 1875.

Yda Addis (Storke)
Henry O'Melveny
Jessie Peel (Church)
Lillie Milliken (Coulter)
Addie Gates*
Henry Leck
Mary Thomas (Brown)—7

CLASS OF 1876.

Olive Gibson (Marshall)
M. Eva Myers (Waters)
Mary Chauvin*
Helen White (Caystile)—4

CLASS OF 1877.

Ella Adams (Sippy)
Birdie Austin (West)
Fannie Bernstein (Flater)
Emma Whisler (Gillson)
Fannie Benjamin
Nannie White (Northcraft)
Nannie Strauss (Dunsmoor)
Edward Rimpau
Frank Rimpau
George Williamson
Nelson Williams
Kate Caystile (Porter)—12

CLASS OF 1878.

Bettie Anderson (Lowman)
Andrew Glassell
Fannie Kalisher (Livingstone)
Lulu Ferguson (Hayes)
Abram Edelman
Albertine Haley (Pironi)
Ada Connor (Patten)
Glassell Patton
Claudina Rimpau*
Hugh Glassell—10

CLASS OF 1879.

Kate Brousseau
Arthur Bent
Jessie Overman (Collins)
Ella Gird (Lamb)
Jennie Greenbaum
Nettie Morey (Deming)
Mary E. Foy
Scott Chapman
George D. Howland
Carrie Smith
Charles Bell—11

*Deceased.

CLASS OF 1880.

Ada Biles (Marshall)
Albert Clapp
Sara C. Reese
Lulu Entwistle (Hinton)
Maurice Hellman
Mamie Woodworth (Woods)
Edith Hadley
Rebecca Laventhal
Nellie Curtis (Rorick)
William Grosser
Lizzie S. Thayer
Jessie Gibson (Dunham)
Edward Meserve
Henrietta Rosson (Wood)
Robert Strauss—15

CLASS OF 1881.

Linda Austin (Heald)
William Batchelor
Josephine Dryden
Birdie Cannon (Eversole)
Herman Heinsch
Bertha Hellman (Meyberg)
Lillie Chick (Patton)
Richard Stephens
Alice Weil
Adele Condit (Bloeser)
Adele Behn
Casper Cohn
Mary A. Gilday
Belle Childs (Knox)
Theodore Savage
Evelyn Lothian (Mock)
Mattie Coffman
Harry Tibbetts
Lizzie Weston—19

CLASS OF 1882.

Elma Ball
John M. Averill*
Benjamin C. Bryant
Bentinck Boyd
Ella Newmark (Seligman)
Ada F. Barrows
Fred Fisher
Allie Richardson
Clara Stoltenberg
Emma Fleishman
Jeannette Lazard (Lewin)
Mabel L. Hall (Forsyth)
Hannah P. Ball (Harris)
Laura Meyer
Effie M. Baxter (Belvin)
Robert R. Dominguez
Adele O'Melveny
Margaret J. Davis (Ralphs)
Leland N. Kercheval
Lizzie Pickering (Davids)
Laura E. Thomas (Carter)
Agnes J. Wilson
Lowman Nevin—23

CLASS OF 1883.

Anna Alward (Eames)
Margaret Philipson
Emma Grebe
Belle Borton
Edward J. Harper
Anna Morrison
Josephine Dol
William A. Ryan
Lucinda Foy (Herron)
Della Baker
Edmonia Price
Mary Greene (Frost)
Minnie S. Baker
Louis Mendelson
Loretta Newell (McPeck)
Adolph Strauss—16

*Deceased.

CLASS OF 1884.

Minnie L. Ames
John B. Frick
Gertrude Taft
Margaret L. Craig
Herman Kerckhoff
Albert G. Lang
Nellie Weston
Pearl Kent [McClain]
Edward D. Milner
Charles P. Bragg
Amanda Mathews
Guy O. Rose
Florence Potts
Eva Byram
Rudolph C. Heinsch
Helen M. Thornton [Beebe]
Annie S. Field
Alice C. Fitch
Harry H. Mayberry
Jessie Yarnell
Ella Lechler [Leslie]
George J. Philbin
Ben P. Coulter
Christiane J. Mueller
David Edelman—25

CLASS OF 1885.

Ada E. Baxter [Bryant]
Clinton A. Bradley
Minnie S. Moody
H. N. Beckett [Trefethen]
Jesse D. Burks
Lillie A. Newell [Kimball]
M. A. Hamilton [Harper]
Anna L. Hazeltine [Clark]
Charles Lantz
Marian Otis
May McLellen
Thomas E. Rowan
T. Berry Boal
Alice C. Miller
Ina M. Baxter
Edward R. Bradley
Caroline A. Mueller
Lulu L. Frick [Pierce]
Arthur C. Harper
Leslie R. Hewitt
Mary Ogden [Ryan]
Camilla Hellman
Edward Railton
Ellen Reavis
Ella Stoltenberg
Nannie L. Tibbetts [Cooper]
—26

CLASS OF 1886.

Jennie Frankenfield
Frank A. Garbutt
Daisy D. Vogel [Curler]
Meta Potts
Carl Kurtz
Homer P. Earl
Edith C. Speedy
Maggie E. Thomson
Dollie Hodgman [Harndon]
Will N. Hisey
Will D. Byram
Lulu Snook
Herman Lichtenberger
Charler Forman
Percy Schumacher—15

CLASS OF 1887.

Katie Bottomes
Marco Hellman
Florence Riley
Victorine Dol
Moses G. Norton
Maggie Shields
Amelia Gassen
William H. Waste
Samuel T. Curson
Hattie Perkins [Marchant]
Mary Desmond
Marco I. W. Helman
Antonie Schwannecke
Birdie Dunkleberger
Carl G. Packard
John A. Brewer
Mary L. Hays
Henry P. Wilson
Thomas J. Foster—19

CLASS OF 1888.

Abbie V. Denny [Taggart]
Mary H. Gilmore
Addie F. Gish
Emma M. Haines
Estella Haines
Miranda Jacobus
Hattie M. LaDow
John N. Halter
Walter R. Hanna
Leonhard G. Hilpert
Barton H. Marquis
Edward L. Mayberry
Daniel C. Mullock
Edward S. Pauley
Winfred J. Sanborn
Walter S. Sanders
Leonard F. Shepard
William W. Weller—18

CLASS OF 1889.

Carrie M. Arnold
George B. Beebe
Ellen A. Booth
Durell Draper
Asbury M. Foster
George L. Goldsworthy
Burton E. Green
Walter F. Haas
A. Stephens Halsted
Mary Haskins
Samuel M. Haskins
Flora G. Howes
Agnes Jacobus
Annie I. Johnson
Samuel McKinley, Jr.
Ira Moore, Jr.
Walter L. Newton
Laura C. Noyes
John S. Perry
Cora A. Reavis
Fred A. Stephenson
William I. Stewart
Florence A. Stull
Edwin C. Van Dyke
Henry S. Van Dyke
Henry S. Williams—26

CLASS OF 1890.

Anna D. Austin
Russ Avery
Xora Avery
Bertha Bouchers
Robert N. Frick
Jonathan M. Gilmore
Luther H. Green
Henry Hay
Gertrude Henderson
May C. Holland
Grace Hubbard
Letha M. Lewis
Mary Mansfeld
Edna Marsh
Norman R. Martin
Thomas P. McCrea
Walter C. Miller
Charlotte W. Pinkham
Frank D. Stephenson
Clarence W. Stevens
Alexander M. Tuthill
Thomas R. Warren—22

Total 268.

SYNOPSIS

OF THE

Minutes of the Board of Education.

FROM JULY 1ST, 1889, TO JUNE 30TH, 1890.

July 1st., 1889.—Bills Audited.

Bids for the year's printing and stationery received and referred to respective committees.

Building committee reported the necessary repairs during vacation.

One hundred and fifty-two teachers elected to serve at the pleasure of the Board.

July 12th.—Estimate of the Receipts and Expenditures for the ensuing year read, adopted, and ordered presented to the Council and to the Auditor.

July 15th.—Bills audited.

Contracts for supplies awarded for the year.

Resignations of Miss C. Furber and Miss G. Taft, teachers, accepted.

Misses L. Bowers, H. O. Anderson, M. Perry, M. Dunn and Mr. W. D. Townsend elected teachers.

Resolution adopted by a unanimous vote that Principals of eight or more rooms shall devote all their time to the supervision of their respective buildings and shall exemplify the work of every class and grade under their charge by teaching each subject before the pupils and teachers, as often as practicable.

Assignments of Principals made as follows;

1. Arroyo avenue, Miss Mary A. Henderson.
2. Hellman street, Miss Janet M. Henderson.
3. Chestnut street, Miss Mary McDonald.
4. Griffin avenue, Miss Helen E. Hunt.
5. Macy street, Miss Jeanne Ross.
6. Breed street, Miss Vesta A. Olmstead.
7. Railroad street, Mrs. M. A. White.
8. Amelia street, Miss Addie C. Murray.
9. Garey street, Mrs. Emma A. Hanchette.
10. Seventh street, Mr. Charles L. Ennis.
11. Grant street, Miss Mary. S. Murphy.
12. Aurora street, Miss Ida M. Williams.
13. Castelar street, Mrs. C. G. DuBois.
14. Temple street, Mrs. Ella J. Betts.
15. Sand street, Mr. Spurgeon Riley.
16. Pearl street, Mrs. Dora H. Broadwell.
17. Normal Primary, Miss Martha M. Knapp.
18. Spring street, Miss E. J. Gibson.
19. Eighth street, Miss Margaret K. Scott.
20. Tenth street, Miss Sara C. Reese.
21. Seventeenth street, Miss Lizzie F. Keller.
22. Sixteenth street, Miss Bertha E. Gordon.
23. San Pedro street, Miss Eliza P. Myrick.
24. Thirtieth street, Mr. M. C. Bettinger.

Matter of furnishing new offices in City Hall referred to Supply Commitee, with power to act.

Resolution adopted by vote of 7 to 2, to provide adequate facilities for school-rooms, by renting rooms until the buildings now in contemplation shall be completed and ready for use.

August 5th.—Permits received and filed for our High School graduates to enter Wellesley and Smith Colleges and the State University without examinations.

Communication from A. S. Barnes & Co. relative to blackboards.

Matter of retaining wall at Temple St. School referred to Building Committee.

Building Committee instructed to take preliminary steps toward the enlargement of Sixteenth St. School without entering into a contract or incuring any indebtedness.

Resignations of F. H. Clark and J. F. Smith, teachers, accepted.

Miss Carrie Roberts and S. H. Moore elected teachers.

Communication from Mrs. Bruce, claiming her salary from the expiration of her leave of absence, denied as she had failed to keep her appointment.

Printing for the year awarded to R. Y. McBride and to the Evening Express Co.

Communication from J. B. Lankershim in reference to rental of Church on Broadway near Seventh Street.

Assignment of Janitors for ensuing year.

Resolution for the establishment of Kindergarten Schools in the city referred to Teachers' Committee.

Resolution to segregate the subjects studied in the High School into natural groups and one or more of such groups assigned to each teacher, referred to Classification Committee.

Time for opening schools fixed for Sept. 30th., 1889.

August 19th.—Bills auditited.

Leave of absence granted Miss Fannie P. Wright, until January 1. 1890.

Resignations of Miss Emily B. Rice and Miss Carrie Brauer, teachers, accepted.

Misses Calthea Vivian and Alma S. Brigham elected teachers.

Bradfield's Drawing Books adopted for supplementary works.

Rooms secured in the old Hanna College building for school purposes.

Cost of retaining wall for Temple Street school grounds, $694.75, according to J. N. Preston's estimate. Clerk instructed to advertise for bids.

Superintendent authorized to make his annual report at the end of school year instead of calendar year.

Resolution offered in reference to the High School site, and that the purchase of same be left for the people to decide at a separate election.

Messrs. Ellis, McIntosh and Gosper appointed a committee to discuss, with the City Attorney, the legal questions involved in resolution offered.

August 21st.—Offer for the High School site made.

Resolution offered at the last meeting in reference to High School site, adopted by a vote of 6 to 2.

September 2d.—Resignation of Miss M. S. Moody, teacher, accepted.

Miss Maggie Desmond elected regular teacher and Misses L. X. Reed and Emily B. Reynolds, substitute teachers.

Messrs. Gosper, Ellis and McIntosh appointed a committee to consult with the City Council in reference to sale of School Bonds.

Clerk instructed to advertise for bids for coal for ensuing year, also for school furniture.

H. Koster's bid for retaining wall at Temple St. accepted for $500.

Bills audited.

September 6th.—City Council requested to take all legal proceedings for advertising the immediate sale of one-half of the School Bonds.

Clerk instructed to advertise for sites for school buildings, to be at least 150x150 feet, and corners if possible; also for site for the High School.

Resolved to keep the rough minutes of the Board.

September 16th.—Bills audited.

Contract for Temple St. retaining wall again let, as first party failed to comply with his bid.

Resignation of Miss M. Kooser, teacher, accepted.

Leave of absence granted Miss Lucy Grant until January 1, 1890, and Miss Blanche Leviele for one month.

Mr. Ross Hanna and Miss A. J. Cushing elected teachers.

Misses M. H. Perry, M. E. Dunn, M. Rorick, M. A. Desmond, A. J. Cushing, and Mr. Ross Hanna assigned.

Miss E. A. Packard assigned as Acting Principal of High School, Mrs. M. L. Chapman as Assistant Principal, and Miss A. S. Bingham as teacher in the High School.

September 25th.—Board adjourned on account of the death of the child of Superintendent and Mrs. Friesner.

October 7th.—Bills audited.

Communications read and referred to the proper committees.

Superintendent reported 6353 pupils enrolled at end of first week, an increase of 172 over last year.

Clerk instructed to re-advertise for bids for coal.

Misses S. Vaughan, M. L. Pinkham, Mrs. E. M. Winston, and Mrs. L. P. Wilson elected teachers.

Miss M. H. Wooster assigned to Ninth Grade.

Resignation of Mrs. C. A. Burr, teacher, accepted.

Agreement made with Sunset Telephone-Telgraph Co. to place telephones in public schools.

Clerk authorized to advertised for school furniture.

Offers for High School site referred to Building Committee.

October 21st.—Bills audited.

Miss C. C. Vivian granted leave of absence until November 25th.

Miss F. A. Anderson elected teacher in the department.

L. B. Lawson's offer to teach writing in the Night School for $4 per month, accepted.

Resolution adopted to the effect that the Board meet at 7:30 o'clock from November 1st to April 1st, and at 8 o'clock from April 1st to November 1st.

Lot adjoining the old Hanna College rented at $10 per month.

Complete list of offers for High School site read and resolution adopted recommending the further consideration of this question to the City Council for its final action.

November 2d.—Voted to make school improvements as follows:

Build four rooms on Gates street.
Build two rooms at Prichard and Flora streets.
Add four rooms to Castelar Street School.
Add four rooms to Temple Street School.
Build four rooms on Alpine street.
Build four rooms on Collado street.
Build four rooms on Beaudry street.
Build eight rooms on Sixteenth street.
Add two rooms to San Pedro Street School.
Sell Pearl Street School lot.
Move old Sixteenth Street School to Mead & Dalton tract.
Build eight rooms at Ninth street and Stanford avenue.
Add two rooms to Seventh Street School.
Add four rooms to Amelia Street School.
Build two rooms more in Eighth Ward.
Add four rooms to Breed Street School.
Build two rooms at Grant and Cornwell avenues.
Build two rooms at First and Savannah streets.

November 4th.—Bid of Bancroft Bros. & Co. for desks, accepted.
Clerk authorized to re-advertise for coal.
Bills audited.
Resignation of Miss A. Phillips, teacher, accepted.
Miss A. M. Felker elected teacher.
Primary school instituted in Orphans' Home.

November 18th.—Flag offered for New High School building when completed, by Stanton W. R. C. Accepted with thanks.
Bills audited.
Contract for furnishing coal awarded to the Black Diamond Coal Company.
Mr. Frew authorized to rent a room in the Second Ward for school purposes.

December 2d.—Bills audited.

Miss Mary Deacon elected teacher; L. D. Brown elected teacher of day and night school.

Resignation of Ross Hanna, teacher, accepted.

Janitor appointed for Spring Street School.

December 16th.—Bills audited.

Daly Street School moved to Hellman Street School.

Library Committee appointed to confer with the Library Directors, in reference to the transfer of the School Library to the City Public Library.

Committee appointed to determine the location of the buildings on the school sites.

Building Committee requested to select a site for a school house near end of Temple street.

January 6th.—Bills audited.

Room rented for $20 per month, in southwestern part of city for Kindergarten purposes.

Misses B. M. Cox, E. B. Reynolds, O. Day, L. X. Reed, and Mrs. N. D. Mayhew, elected regular teachers, and Misses M. Murdoch, M. I. FitzGerald, H. M. Mead, and Mrs. A. H. Kopf, substitute teachers.

Salary of Mrs. L. P. Wilson, Kindergarten teacher, fixed at $80 per month.

Resignations of S. H. Moore, Misses M. L. Pinkham, A. M. Felker, L. Grant and M. H. Rennie, teachers, accepted.

City Attorney requested to bring suit or take other necessary steps to recover the ground on the north line of the Spring Street School.

School transferred from Orphans' Home to Castelar Street School.

Notice of intention to amend the rules given.

January 20th.—Steps taken toward the vaccination of pupils.

Inspector of Buildings, Muchmore, allowed an assistant during erection of school buildings, at the expense of the Board.

Rules amended by a vote of 8 to 0, and new section added in reference to insurance.

February 3d.—Bills audited.

Report of Building Committee adopted by a vote 8 to 1.

Council requested to advertise for bids for additions to Amelia Street School.

Messrs. McIntosh, Gosper and Ellis appointed a comittee to arrange exercises at the laying of corner-stone of the New High School.

Necessary supplies furnished for the chemical laboratory.

February 17th.—Bills audited.

Grafton Street School discontinued.

J. C. Dunster employed as music teacher.

Miss Maria Murdoch elected teacher.

Opinion of City Attorney as to paying for extras on foundations.

Messrs. Cox, McIntosh and Gosper appointed as Insurance Committee.

March 3d.—Bills audited.

Mrs. W. S. Throop, Miss Mary E. Bear, Miss S. E. Dole and Miss M. N. Penman elected substitute teachers.

Tower ordered built on Collado Street School.

President and Clerk authorized to sign all contracts for extras.

Vacation fixed for one week, from March 14th to March 24th.

March 17th.—Bills audited.

Council requested to reject all bids and return all checks on Amelia Street School.

April 7th.—Communications read and referred to their respective committees.

Bills audited.

Resignations of Misses Kate Brousseau, Susan Cory and Lilian Bowers, teachers, accepted.

Mrs. Nellie B. Cushman elected substitute teacher.

C. L. Innis elected teacher of night school in place of L. D. Brown, resigned.

D. E. Wells elected Census Marshal.

Census committee appointed consisting of Messrs. Gosper, Woodbury, McIntosh, Powers, and Cox.

Permanent exhibit of school work ordered made at the Chamber of Commerce. $50 allowed for same.

Clerk instructed to advertise for blackboards.

April 14th.—Meeting called for the purpose of meeting Mr. Judson, upon the subject of his claim to the title of the Arroyo Seco School lot.

Statements made by Messrs. F. A. Gibson, E. T. Wright and A. H. Judson. No action taken.

April 21st.—Bills audited.

Acceptance of Swain Street School.

Contract awarded for concrete foundation under Alpine Street school house.

Clerk instructed to re-advertise for blackboards, also for a lot near Temple and Martz streets.

Leave of absence granted Miss Verhave, for one month with the privilege of two months.

May 19th.—Bills audited.

Petition to the Council for grading Eighth street, signed by the Building Committee.

Resolution adopted by a vote of 7 to 1, to employ a good mechanic to be present at the High School grounds during working hours of each day.

June 2d.—Communications read and referred to proper committees.

Bills audited.

Collado Street School accepted.

City Council requested to advertise for addition of four rooms to Castelar Street School.

Clerk instructed to advertise for bids for the following: Site near Temple and Casco streets, and erection of a two-room building.

Addition of four rooms to Thirtieth Street School.

Moving of four-room building at Sixteenth street to Mead & Dalton tract.

Addition of four rooms to Amelia Street School.

Sale of two-room building at Seventh Street, and erection of four-room building on same site.

Proposal of G. H. Hutchinson to sell lot near Temple and Casco for $1,600, accepted.

W. M. Friesner elected Superintendent for the ensuing year.

A. E. Baker elected Deputy Superintendent for the ensuing year.

A. A. Henry elected Superintendent Janitors and Repairs for the ensuing year.

George Mannon elected Assistant Superintendent, Janitors and Repairs for the ensuing year.

June 16th.—Bills audited.

Following schedule of salaries adopted for ensuing year:

Teachers of second and third grades, $70 to $80 per school month.

Third-class teachers, $80 per school month.

Second-class teachers, $85 per school month.

First-class teachers, $90 to $100 per school month.

Principals of four and less than eight schools, $115 per school month.

Principals of eight schools or more, $135 per school month.

Principal of High School, $150 per school month.

High School teachers, $115 to $135 per school month.

Drawing teacher, $165 per school month.

Penmanship teacher, $125 per school month.

Music teacher, $125 per school month.

Night school teacher, $50 per school month.

Kindergarten teachers, $50 to $80 per school month.

Supervisor of Kindergartens, $100 per school month.

Janitors per room per month, $5.

Superintendent Janitors and Repairs, per calendar month, $115.

Assistant Superintendent Janitors and Repairs, per calendar month, $70.

Superintendent, $225 per calendar month.

Deputy Superintendent, $150 per calendar month.

Lot on Temple and Casco streets purchased for $800.

Clerk instructed to advertise for bids for the sale of the Railroad Street school building, the Railroad Street school site, the Seventh Street school building, and for the erection of an eight or a four room building on the Ann street lot.

Date of opening schools fixed at September 15th.

Bids for blackboards rejected and checks ordered returned.

Mr. Henry ordered to make the blackboards, with the exception of one room for each sample of blackboards submitted.

June 30th.—Communications read and referred to respective committees.

Bids for the building of various school houses read and referred to Building Committe.

Bids for supplies and printing read and referred to respective committees.

Bills audited.

Specifications ordered made for a retaining wall at Collado Street School.

Extracts from the State School Law.

SECTION 1521. Tenth.—State educational diplomas may be issued by the State Board of Education to such persons only as have held for one year a first grade, a grammar grade, a grammar school course, or high school city or county, or city and county certificate, and who shall furnish satisfactory evidence of having been successfully engaged in teaching for at least five years. Every application for an educational diploma must be accompanied by a certified copy of a resolution adopted by a City or County Board of Education, recommending that the same be granted. The term five years shall be construed to mean five years of not less than seven months each.

Eleventh.—Life diplomas may be issued upon all and the same conditions as educational diplomas, except that the applicant must furnish satisfactory evidence of having been successfully engaged in teaching for at least ten years. Ten years shall be construed to mean ten years of not less than seven months each.

SEC. 1543. Eighth.—Upon the order of the County Board of Education, the County Superintendent shall issue temporary certificates, valid until the next regular meeting of the County Board of Education, to persons holding certificates of like grade granted in other counties, cities, or cities and counties, or upon any certificates or diplomas upon which County Boards are empowered to grant certificates without examination, as specified in Section 1775; provided that no person shall be entitled to receive such temporary certificate more than once.

SEC. 1550. The Deputy School Superintendent of any city, or city and county, having over thirty thousand inhabitants, may receive such compensation as the Board of Education thereof prescribes, payable in the same manner and out of the same fund as the Superintendent of Schools thereof is paid.

SEC. 1617. The powers and duties of Trustees of school districts, and of Boards of Education in cities, are:

Seventh.—To employ the teachers, and, excepting in incorporated cities having Boards of Education, immediately notify the Superintendent of Schools, in writing, of such employment, naming the grade of certificate held by the teacher employed; also, to employ janitors and other employees of schools; to fix and order paid their compensation, unless the same be otherwise prescribed by law; provided, that no Board of Trustees shall enter into any contract with such employees to extend beyond the thirtieth day of June next ensuing.

Ninth—To exclude from schools children under six years of age.

Sixteenth—On or before the first day of May in each year to appoint a School Census Marshal, and notify the Superintendent of Schools thereof; provided, that in cities the appointment shall be subject to the approval of the City Superintendent of Schools.

SEC. 1620. Writing and drawing paper, pens, ink, blackbords, blackboard rubbers, crayons, and lead and slate pencils, and other necessary supplies for the use of schools must be furnished, under the direction of the City Boards of Education and Boards of Trustees, and charges therefor must be audited and paid as other claims against the School Fund of their districts are audited and paid.

SEC. 1621. The Boards of Trustees and City Boards of Education must use the school moneys received from the State and County apportionments exclusively for the support of schools for that school year, until at least an eight

months' school has been maintained; if, at the end of any year during which an eight months' school has been maintained, there is an unexpended balance, it may be used for the payment of claims against the district outstanding, or it may be used for the year succeeding. Any balance remaining on hand at the end of any school year in which school has not been maintained eight months, shall be re-apportioned by the Superintendent of Schools as other moneys are apportioned.

SEC. 1622. Boards of Trustees may use the County school moneys for any of the purposes authorized by this Chapter, but all State school moneys must, except the ten per cent. reserved for district school library purposes, be applied exclusively for the payment of teachers of primary and grammar schools.

SEC. 1663, All schools, unless otherwise provided by law, must be divided into primary and grammar grades.

SEC. 1669. In the grammar school course, and grammar grades, all the subjects and studies taught shall, as far as practicable, be segregated into natural groups of allied subjects, and one or more of such groups shall be assigned to each of the teachers employed, according to the teacher's special fitness for teaching such subjects and studies; each teacher to manage, subject to the direction of the Principal, the instruction in the group of subjects and studies so assigned. Such assignment and segregation shall be made by the Principal, subject to the approval of the County Superintendent.

SEC. 1672. No publication of a sectarian, partisan, or denominational character must be used or distributed in any school, or be made a part of any school library; nor must any sectarian or denominational doctrine be taught therein. Any school district, town or city, the officers of which knowingly allow any schools to be taught in violation of these provisions, forfeits all right to any State or County apportionment of school moneys; and upon satis-

factory evidence of such violation, the Superintendent of Public Instruction and School Superintendent must withhold both State and County apportionments.

SEC. 1673. No school must be continued in session more than six hours a day, and no pupil under eight years of age must be kept in school more than four hours per day. Any violation of the provisions of this section must be treated in the same manner as the violation of the provisions of the preceding section.

SEC. 1696. First—Every teacher in the public schools must, before assuming charge of a school, file his or her certificate with the County Superintendent.

Fourth—Every teacher must hold pupils to a strict account for orderly conduct on the way to and from school, on the playgrounds, or during recess; suspend, for good cause, any pupil in the school, and report such suspension to the Board of Trustees or City Board of Education for review. If such action is not sustained by them, the teacher may appeal to the County Superintendent, whose decision shall be final.

SEC. 1697. A school month is construed and taken to be twenty school days, or four weeks of five school days each.

SEC. 1704. No person is eligible to teach in any public school in this State, or to receive a certificate to teach, who has not attained the age of eighteen years.

SEC. 1714. In cities not divided into school districts the Library Fund consists of the sum of fifty dollars for every one thousand children between the ages of five and seventeen years, annually taken from the State School Fund apportioned to the city.

SEC. 1715. Libraries are under the control of the Board of Trustees or City Board of Education, and must be kept, when practicable, in the school houses.

SEC. 1770. Each County Board of Education must meet at fixed periods and hold examiinations for the granting of teachers' certificates, semi-annually.

SEC. 1771. Third—Grammar school course or high school certificates shall be valid for four years, authorizing the holder to teach in any high school, grammar school course, grammar grade, or primary school.

Grammar grade certificates shall be valid for three years, authorizing the holder to teach any grammar grade and primary school.

Primary certificates shall be valid for two years, authorizing the holder to teach any primary school.

County Boards of Education have power to grant special certificates, valid for three years, which shall entitle the holder to teach such special branches as may be required by City or County Boards of Education.

SEC. 1772. Applicants for primary County certificates shall be required to pass an examination only in arithmetic, grammar, geography, composition, history of the United States, orthography, defining, penmanship, reading, methods of teaching, school law, industrial drawing, physiology, entómology, civil government, elementary book-keeping, and vocal music.

SEC. 1775. The Board may also, without examination, grant County certificates, and fix the grade thereof, to the holders of life diplomas, California, Nevada, and Oregon State Educational diplomas, California Normal School diplomas, San Francisco Normal class diplomas, when recommended by the Superintendent of Public Schools, California State University diplomas, when recommended by the Faculty of the University, and State Normal School diplomas of other states, and grammar school course and grammar grade certificates of other counties in California; and may also, without examination, renew unexpired certificates previously granted in their county; such renewed or indorsed certificates to remain valid for the same length

of time for which new certificates may be granted, and the certificates issued, renewed, or indorsed by the County Board of Education shall entitle the holder thereof to teach in any city or school district of the County, except in incorporated cities having Boards of Examination, in grades corresponding to the grades of their certificates; County Boards of Education must issue certificates upon the blank forms prepared and distributed by the Superintendent of Public Instruction.

SEC. 1817. Second—If the calculated minimum amount of County school fund needed for the ensuing year is less than sufficient to raise a sum equal to four dollars for each census child in the County, then the minimum amount shall be such a sum as will be equal to four dollars for each census child in the county.

SEC. 1858. First—The School Superintendent of each County must ascertain the number of teachers each district is entitled to, by calculating one teacher for every seventy school census children between the ages of five and seventeen years, or fraction thereof, of not less than twenty school census children, as shown by the next preceding school census.

Third—Five hundred dollars shall be apportioned to each district for every teacher assigned to it.

Fifth—Whenever in any school year, prior to the receipt by the counties, cities, or cities and counties of this State of their State, County, or City School Fund, the school district or cities shall not have sufficient money to their credit to pay the lawful demands against them, the County, City, or City and County Superintendent shall give the Treasurer of said County, City, or City and County, an estimate of the amount of school money that will next be paid into the County, City, or City and County Treasury, stating the amount to be apportioned to each district. Upon the receipt of such estimate, it shall be the duty of the Treasurer of said County, City, or City and County to transfer from any fund, not needed to pay

claims against it, to the proper school fund, an amount not to exceed 90 per cent. of the amount estimated by the Superintendent, and he shall immediately notify the Superintendent of the amount so transferred. The funds so transferred to the School Fund shall be transferred by the Treasurer to the fund from which they were taken, from the first money paid into the School Fund after the transfer.

SEC. 1861. The State School Fund, excepting as otherwise provided in this Chapter, must be used for no other purpose than the payment of teachers of primary and grammar schools.

SEC. 1867. Any parent, guardian, or other person who shall insult or abuse any teacher in the presence of the school shall be guilty of a misdemeanor, and be liable to a fine of not less than ten nor exceeding one hundred dollars.

SEC. 1868. Any person who shall wilfully disturb any public school, or any public school meeting, shall be guilty of a misdemeanor, and liable to a fine of not less than ten nor more than one hundred dollars.

SEC. 1873. Every officer, including Secretaries and Assistant Secretaries of Boards of Education, charged with the performance of duties under the provisions of this Chapter, may administer and certify oaths relating to officers or official matters concerning public schools.

SEC. 1874. Second.—No change of text-books must be made at any other time than in the months of May or June of the year in which the change is made, and no changes shall be made to take effect till the beginning of the school term commencing after the thirtieth day of June of that year.

SEC. 1879. Any County Board of Supervisors, or any City Council, or any duly authorized committee thereof, may investigate the conduct of any member of a County, or City, or City and County Board of Education, or school

officer, or employee, who may be charged with malfeasance in office, and in such capacity shall be entitled to the process of the courts to compel the attendance of witnesses; and the officer who shall preside at such investigation shall have power to administer all necessary oaths.

SEC. 52. Fourth.—The residence of the father during his life, and after his death the residence of the mother while she remains unmarried, is the residence of the unmarried minor child.

Extracts From the City Charter.

ARTICLE VII.

EDUCATIONAL DEPARTMENT.

SECTION 69. The government of the School Department of the city shall be vested in a Board of Education, to consist of *nine persons* to be elected as herein provided, to be called members of the Board of Education, who shall serve without salary.

SEC. 70. The Board of Education shall elect one of their number President, and shall hold regular meetings at least once in each month, and special meetings at such times as shall be determined by a rule of said Board. A majority of all the members shall constitute a quorum for the transaction of business, but a smaller number may adjourn from time to time. The Board may determine the rules of its proceedings. Its sessions shall be public, and its records shall be open to public inspection. The Board shall fill all vacancies occurring in that body until the next general municipal election.

SEC. 71. The Board of Education succeeds to all the property rights and the obligations of the Board of Education of the City of Los Angeles heretofore existing, and it shall have sole power:

1. To establish and maintain public schools, including High Schools, to change, consolidate, and discontinue the same, and to establish school districts, and to fix and alter the boundaries thereof.

2. To appoint or employ, or dismiss the City School Superintendent, a Deputy Superintendent, a Clerk, and

officer, or employee, who may be charged with malfeasance in office, and in such capacity shall be entitled to the process of the courts to compel the attendance of witnesses; and the officer who shall preside at such investigation shall have power to administer all necessary oaths.

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1. To establish and maintain public schools, including High Schools, to change, consolidate, and discontinue the same, and to establish school districts, and to fix and alter the boundaries thereof.

2. To appoint or employ, or dismiss the City School Superintendent, a Deputy Superintendent, a Clerk, and

such teachers, janitors, and School Census Marshals, mechanics, laborers, and other employees as may be necessary to carry into effect the powers and duties of the Board, to fix, alter, and allow their salaries or wages, and to withhold, for good and sufficient cause, the whole or any part of the salary or wages of any person or persons employed as aforesaid.

3. To make, establish and enforce all necessary and proper rules and regulations for the government of public schools, the teachers thereof, pupils therein, and for carrying into effect the laws relating to education; also to establish and regulate the grades of schools, and determine what text books, course of study, and mode of instruction shall be used in said schools.

4. To provide for the school department fuel and lights, water, blanks, blank books, printing, and stationery; and to incur such other incidental expenses as may be deemed necessary by said Board.

5. To build, alter, repair, rent, and provide school houses, and to furnish them with proper school furniture, apparatus, and appliances, and to insure against fire any and all such school property.

6. To take and to hold in fee, or otherwise, in trust for city, any and all real estate and personal property that may have been acquired, or may hereafter be acquired, for the use and benefit of the public schools of the city; and to sell or exchange and to lease any of such property; provided, that the proceeds of any such sale or exchange shall be exclusively applied to the purchase of other lots, or the erection of school houses.

7. To grade, fence, and improve all school lots, and in front thereof to grade, sewer, or pave, and repair the streets, and to construct and repair sidewalks.

8. To sue for any and all property belonging to or claimed by the said Board of Education, and to prosecute

and defend all actions at law or in equity, necessary to recover and maintain the full enjoyment and possession of said property, and to require the services of the City Attorney free of charge in all such cases.

9. To determine annually the amount of money required for the support of the public schools, and for carrying into effect all the provisions of law in reference thereto; and in pursuance of this provision, the Board shall, on or before the fifteenth day of July of each year, submit in writing to the City Council a careful estimate of the whole amount of money to be received from the State and County, and the amount required from the city for the above purposes, and the City Council shall in each year, fix the percentage of taxes to be levied and collected for school purposes; provided, that the amount to be thus levied for school purposes shall not exceed twenty cents on each one hundred dollars' valuation upon the assessment roll, and that when collected it shall be paid into the School Fund.

10. To establish regulations for the just and equitable disbursement of all moneys belonging to the School Fund.

11. To examine and approve, in whole or in part, in the manner provided in Section 212, every demand payable out of the School Fund, or to reject any such demand for good cause.

12. To discharge all legal incumbrances now existing, or which may hereafter exist, upon any school property.

13. To prohibit any child under six years of age from attending the public schools.

14. In its discretion to establish kindergarten schools for the instruction of children between the ages of five and six years, and industrial or manual training schools or departments.

15. To receive and manage property or money acquired by bequest or donation in trust for the benefit of any school, educational purpose, or school property.

16. And generally to do and perform such other acts as may be necessary and proper to carry into force and effect the powers conferred on said Board, and to increase the efficiency of the public schools in said city.

Sec. 72. All contracts for building shall be given to the lowest bidder therefor, offering adequate security, to be determined by the Board after due public notice, published for not less than ten days in the official newspaper of the city. It shall be the duty of the Board to furnish all necessary supplies for the public schools. All supplies, books, stationery, fuel, printing, goods, material, merchandise, repairing, and every other article or thing supplied to or done for the public schools, or any of them, when the expenditure to be incurred on account of such matter may exceed five hundred dollars, shall be done or furnished by contract, let to the lowest bidder after like public advertisement; provided, that the Board of Education may reject any and all bids under this section.

Sec. 73. Any member of the Board of Education, officer, or other person officially connected with the School Department, or drawing a salary from the Board of Education, who, while connected or drawing such salary upon investigation by the Board of Education shall be found to be interested either directly or indirectly in, or to have gained any advantage or benefit from any contract, payments under which have been or are to be made in whole or in part from moneys derived from the School Fund, or raised by taxation or otherwise for the support of the public schools, shall forfeit his office, and the Board of Education shall thereupon declare such office vacant.

Sec. 74. The Board of Education shall, before the 30th day of June of each year fix a schedule of salaries for teachers and employees of the School Department, to take effect on the first day of July following, and to remain in force during one year.

SCHOOL SUPERINTENDENT.

SEC. 75. The Superintendent, with the approval of the Board of Education, may, for good and sufficient cause, provisionally suspend any teacher employed in the public schools of the city, until the next meeting of the Board of Education. It shall be the duty of the Superintendent to report to the Board of Education annually, and at such other times as it may require, all matters pertaining to the expenditures, income and condition and progress of the public schools of said city during the preceding year, with such recommendations as he may deem proper; to visit each school at least once a month; to observe, and cause to be observed, such general rules for the regulation, government and instruction of the schools as may be established by the Board; to recommend to the Board the dismissal of teachers, stating the reasons therefor; to attend all sessions of the Board, and inform it at each session of the condition of the public schools, school houses, school fund, and other matters connected therewith, and recommend such measures as he may deem necessary for the advancement of education in the city; and to acquaint himself with all the laws, rules and regulations governing the public schools in said city, and the judicial decisions thereon, and give advice connected with public schools, gratuitously, to officers, teachers, pupils, and their parents and guardians.

SCHOOL FUND.

SEC. 76. The School Fund shall consist of all moneys received from the State School Fund and County School Fund, and all moneys arising from taxes which shall be levied annually by the City Council of the city for school purposes; of all moneys arising from the sale, rent, or exchange of any of the school property, and of such other moneys as may, from any source whatever, be paid into any School Fund. The School Fund shall be separate and distinct from all other moneys, and shall only be used for

school purposes under the provisions of this charter. If, at the end of any fiscal year, any surplus remains in the School Fund, such surplus money shall be carried forward to the School Fund for the next fiscal year, and shall not be, for any purpose whatever, diverted or withdrawn from said fund, except under the provisions of this charter.

SEC. 77. The said School Fund shall be used and applied by said Board of Education for the following purposes, to-wit:

1. For the payment of the salaries or wages of the Superintendent, Deputy Superintendent, Clerk, teachers, janitors, School Census Marshals, and other persons who may be employed by said Board.

2. For the erection, alteration, repairs, rent, and furnishing of school houses.

3. For the purchase money or rent of any real or personal property purchased or leased by said Board.

4. For the insurance of all school property.

5. For the discharge of all legal incumbrances on any school property.

6. For lighting the school rooms and the offices and rooms of the Superintendent and Board of Education.

7. For supplying the schools with fuel, water, apparatus, blanks, blank books and necessary school appliances, together with books for indigent children.

8. For supplying books, printing and stationery for the use of the Superintendent and Board of Education, and for the incidental expenses of the Department.

9. For grading and improving all school lots, and for grading, sewering, planking, or paving and repairing streets, and constructing and repairing sidewalks in front thereof.

SEC. 78. All demands authorized by this article shall be paid by the City Treasurer from the School Fund; pro-

vided that the said Board shall not have power to contract any debts or liabilities, in any form whatsoever, against the said city, in contravention of this article, or exceeding in any year the income and revenue provided for the School Fund for such year; but this provision shall not be construed to prevent the incurring of indebtedness for permanent improvements to be liquidated by the proceeds of municipal bonds issued by the City of Los Angeles in accordance with the general laws of the State for the purpose of defraying the cost of such permanent improvements.

SEC. 79. It shall be the duty of the Auditor of the County of Los Angeles, upon the first Monday in each month, and at such other times as he may deem proper, to certify in duplicate to the Superintendent of Schools of such County, the amount of School moneys at that time in the County Treasury, and the amount received during the previous month. The County Superintendent shall, upon the receipt of such certificates, indorse upon one of them the amount of such moneys to which the public schools of the city are entitled. The certificates so indorsed shall be at once returned to said Auditor, who shall direct upon the same the County Treasurer to pay the sum designated upon such certificate to the Treasurer of the city for the use of the School Fund thereof.

SEC. 80. The Treasurer of said County shall thereupon pay to the Treasurer of said city the sum directed by the Auditor as as above provided; and when said moneys are placed in the City School Fund, they shall be used in precisely the same manner as moneys raised by city school taxes in the city; provided, that the entire revenue derived by the city from the State School Fund and the State School Tax Fund shall be applied by said Board of Education exclusively to the support of primary and grammar schools.

ARTICLE XIII.

INFECTIOUS DISEASES.

SEC. 128. The Health Officer shall report to the Superintendent of the Public Schools the names and residence of every person sick of typhus, ship or yellow fever, Asiatic cholera, smallpox, leprosy, diptheria or scarlet fever, he may deem dangerous to the public health; and it shall be the duty of the Superintendent of Public Schools when so notified of the residence of any person sick of any of the diseases enumerated, to refuse admittance to the public schools to any member of a family, one or more of whose inmates are sick of any of the aforesaid diseases; provided, that the parties excluded shall be readmitted upon presenting a certificate from the Health Officer that there is no longer any danger from contagion.

ARTICLE XXI.

CLAIMS AND DEMANDS.

SEC. 212. All demands payable out of the School Fund must, before they can be approved by the City Auditor, or paid, be previously approved by the Board of Education, by a vote of six members thereof taken with the ayes and noes and spread on the minutes, and the action of said Board indorsed on said demand and signed by the presiding officer and the Clerk thereof. After the approval of said demands they shall be delivered to the City Auditor, who shall have the same powers and perform the same duties in reference to demands payable out of the School Fund as is provided for in other demands; provided, that in case the City Auditor shall reject any such demand, or if in his opinion said demand should be paid only in part, he shall return the same to the Board of Education, instead of the Council.

SEC. 214. Any demand returned to the Board of Education or the Board of Directors of the Los Angeles Public Library, with the objection of the City Auditor, shall again be considered by such Board, and if such demand be again approved as required in the first instance, such objection of the City Auditor shall be thereby overruled.

RULES AND REGULATIONS

OF THE

BOARD OF EDUCATION

OF THE

CITY OF LOS ANGELES.

DUTIES OF THE SUPERINTENDENT.

1. The Superintendent shall be the executive officer of the Board of Education, and shall have a general supervision of all the public schools of the city. It shall be his duty:

2. To comply with all the provisions of Section 75 of the City Charter.

3. To make and enforce such regulations as he may deem conducive to the best interests of the schools, subject to the approval of, and not in conflict with the general rules of the Board.

4. To visit each of the schools of the city as often as his other duties will permit, and give attention to organization, discipline, and instruction. To direct the teachers from time to time to make such changes, not contrary to adopted rules, as shall seem best calculated to give greater efficiency to the schools.

5. To call such teachers' meetings, general or special, as he may deem necessary for the purpose of giving in-

struction or direction to the teachers in the discharge of their duties, for the discussion of methods of teaching and systems of school government, and to secure uniformity in grade work and in discipline of the schools.

6. To see that the school registers are properly kept, and reports made by the teachers and principals with care, neatness and uniformity.

7. To keep himself informed in regard to the school systems of other cities, their plans of organization, modes of government, methods of instruction, and such other matters as may assist the Board to legislate wisely for the highest interests of the schools, and for this purpose to exchange reports with other School Boards.

8. To fill all vacancies occasioned by the temporary absence of regular teachers, from the list of regularly elected substitutes; and to make such other temporary arrangements relative to the schools as he may deem proper, and report the same to the Board at its next meeting.

9. To prepare the questions and prescribe the rules for the semi-annual examinations, and to direct such special examinations as he may deem proper.

10. To devise a system of blanks for reports and instruct the teachers in the proper mode of using them. These blanks shall be used to keep parents informed of the attendance, scholarship, and deportment of their children, and to secure the co-operation of parents with teachers.

11. To suspend from school any pupil whose conduct or character is such as to injure the reputation of the school, or whose parents wilfully neglect or refuse to co-operate with the Superintendent or teacher in carrying out the regulations of the school, or encourage their children to violate the regulations of the school, and report his action to the Board at their next meeting.

12. To keep regular office hours every week day, and give due notice thereof to teachers and the public; and to

perform such other duties as may be required of him by the Board of Education.

DEPUTY SUPERINTENDENT.

13. The Deputy shall act under the general direction of the Superintendent, and in the absence of the latter, shall keep the office hours, and perform the usual official duties of the Superintendent.

14. He shall devote his time exclusively to the duties of his office; and it shall be his special duties to visit schools, and to ascertain, by frequent oral examinations, the condition of the schools.

15. It shall be his duty to observe carefully the methods of teaching and discipline pursued by teachers. He shall give advice and assistance to teachers, and shall, in their presence, exemplify before their schools the best methods of teaching.

16. He shall, as often as required, present to the Superintendent a written report of the efficiency of the teachers and the condition of the schools that have been visited by him, and all such reports shall be preserved in the office of the Superintendent for the use of the Board.

PRINCIPALS.

Rules of the State Board of Education.

17. Principals shall be held responsible for the general management and discipline of their schools, and the studies pursued; and the assistant teachers shall follow their directions, and co-operate with them, not only during school hours, but during the time when the pupils are on the school premises before and after school, and during recesses.

18. Assistants shall be held responsible for the studies, order and discipline of their own rooms, under the general direction of the principals.

19. Principals shall prescribe such rules for the use of

yards, basements and outbuildings connected with the school houses, as shall insure there being kept in a neat and proper condition, and shall examine them as often as necessary for such purpose. They shall be held responsible for any want of neatness or cleanliness about their school premises.

PRINCIPALS.

Rules of the City Board of Education.

20. It shall be the duty of Principals to enforce the Rules and Regulations of the Board of Education in the schools of their respective buildings, to carry out the directions and suggestions of the Superintendent, and in every way to aid in the conduct of the schools.

21. To superintend the janitors in the discharge of their duties, require them to do their duty promptly and well. and report cases of failure, neglect or incompetency to the Superintendent.

22. To keep a record of the absence or tardiness of assistant teachers, and make it a part of their monthly report to the Superintendent. They shall also report the failure of any teacher, under their supervision, to carry out the rules and regulations established for the guidance of teachers.

23. To visit the schools of their buildings, to advise, assist and encourage the teachers in their work. They shall endeavor to correct objectionable methods of discipline or instruction, and shall deem it their duty to report such as may be persisted in by any teacher. In buildings of eight or more rooms they shall devote all their time to the supervision of their respective buildings, and in the performance of their duties they shall exemplify the work of every class and grade under their charge by teaching each subject before the pupils and teachers as often as practicable.

24. To examine and classify, under the direction of the

Superintendent, all pupils admitted without certificates of promotion. They shall in no case admit pupils from other districts of the city without a written permit from the Superintendent, and must not admit non-resident pupils without payment of one month's tuition in advance, which shall be paid to the Superintendent, who shall pay same to City Treasurer, and file receipt therefor with the Clerk.

25. To allow no advertisement to be read to, or distributed among the pupils of any school upon the school premises. [The term premises wherever used in these rules to include land to the center of any and all streets bounding school property.] To allow no advertisement to be posted upon the fences and walls of any school buildings under their supervision; nor permit any agent or other person to enter any school or school premises at any time for the purpose of exhibiting, either to pupils or teachers, any article whatever, or to announce any public entertainment.

26. To be present at 8:30 A. M., to remain upon the school premises during the day. Pupils may enter the grounds at this hour, and shall not loiter about and annoy neighbors, or people passing, by accosting them, nor indulge in noisy play.

27. To temporarily suspend pupils from school for persistent disobedience, vulgarity or truancy, or for such other offences as in their judgments. can best be met and corrected in this way. They shall at once notify in writing—giving reasons—the parents or guardians, and the Superintendent. The Superintendent shall give the matter his attention, and if the suspension be confirmed, fix the time it is to hold, and report to the Board.

28. To send requisitions for supplies to the office of the Superintendent, at the close of each school month, and see that the teachers are provided with the necessary articles. They shall make, upon blanks furnished them for the purpose, monthly reports of their schools to the Superintendent,

who shall keep such reports on file in his office. They shall also make an Annual Report, and furnish such other information to the Superintendent as he may, from time to time, require, or as they may think proper to communicate.

29. To see that all clocks belonging to the building are properly regulated by the city time, and have teachers conform to this standard in making their record of attendance, both for themselves and for their pupils.

30. To deliver, at the close of the school year, the registers, class books and keys of their respective buildings, at the office of the Superintendent, together with a list of school property in their possession, accounting for such as may have been removed or injured.

ASSISTANT TEACHERS.

Rules of the State Board of Education.

31. Teachers are required to be present at their respective school-rooms, and to open them for the admission of pupils at *fifteen minutes before* the time prescribed for commencing schools, and to observe punctually the hours for opening and closing school.

32. Teachers are particularly enjoined to devote their time faithfully to a vigilant and watchful care over the conduct and habits of the pupils *during the time of relaxation and play*, before and after school, and *during the recesses*, both in the school buildings and on the playgrounds.

33. It is expected that the teachers will exercise a general inspection over the conduct of scholars going to and returning from school. They shall exert their influence to prevent all quarreling and disagreement, all rude and noisy behavior in the streets, all vulgar and profane language, all improper games, and all disrespect to citizens and strangers.

34. Teachers shall give vigilant attention to the *ventilation* and *temperature* of their school-rooms. At each recess

the windows and doors shall be opened for the purpose of changing the atmosphere of the room. Teachers are required to exercise reasonable supervision over the text-books of the pupils, to inspect the same from time to time, and to prevent their defacement or wanton destruction.

35. Teachers shall enter in the school register in the order of their application, the names of all those applying for admission to the school after the prescribed number of pupils has been received. Such applicants shall be admitted to seats whenever a vacancy occurs in any class for which they have been found duly qualified, in the order of their registration.

36. Teachers are authorized to *require excuses* from parents or guardians of pupils, either in person or by written note, in all cases of *absence* or *tardiness*, or of dismissal before the close of the school.

37. The books used and the studies pursued shall be *such and such only* as may be authorized by the local Board of Education; and no teacher shall advise or require any of the pupils to purchase for use in the schools any book not contained in the list of books directed and authorized to be used in the schools.

38. It shall be the duty of the teachers of the schools to read to the pupils, from time to time, as much of the school regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

39. In all the primary schools, exercises in free calisthenics and vocal and *breathing exercises* shall be given at least twice a day, from three to five minutes for each exercise.

40. Teachers shall endeavor to make themselves acquainted with parents and guardians in order to secure their aid and co-operation, and to better understand the temperaments, characteristics, and wants of children.

41. Teachers shall daily examine the lessons of their various classes, and make such special preparation upon them, if necessary, as not to be constantly confined to the text-book; and instruct all their pupils without partiality. in those branches of school studies which their various classes may be pursuing. In all their intercourse with their scholars they are required to strive to impress on their minds, both by precept and example, the great importance of continued efforts for improvement in morals, manners, and deportment, as well as in useful learning.

42. Teachers should explain each new lesson assigned. if necessary, by familiar remarks and illustrations; that every pupil may know, before he is sent to his seat, what he is expected to do at the next recitation, and how it is to be done.

43. Teachers should only use the text-book for occasional reference, and should not permit it to be taken to the recitation, to be referred to by the pupils, except in cases of such exercises as absolutely require it. They should assign many questions of their own preparing, involving an application of what the pupils have learned, to the business of life.

44. Teachers should endeavor to arouse and fix the attention of the whole class, and to occupy and bring into action as many of the faculties of their pupils as possible. They should never proceed with the recitation without the attention of the whole class, nor go round the class with recitation always in the same order, or in regular rotation.

45. Teachers should at all times exhibit proper animation themselves, manifesting a lively interest in the subject taught; avoid all heavy, plodding movements, all formal routine in teaching, lest the pupil be dull and drowsy, and imbibe the notion that he studies only to recite.

46. It shall be the duty of all teachers to endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, and patriotism; to teach them to

avoid idleness, profanity, and falsehood; and to instruct them in the priciples of a free government, and to train them up to a true comprehension of the rights, duties, and dignity of American citizenship.

ASSISTANT TEACHERS.

Rules of the City Board of Education.

47. It shall be the duty of teachers to look after the conduct of the pupils while in the school room; to care for the furniture, apparatus, etc., in their respective rooms, and to co-operate with the Principal in the preservation of the buildings, fences, and all other school property.

48. To refer new pupils to the Principal for examination and classification, and when so classified, to record their names in the general register, with all the data called for in that register.

49. To promptly notify parents or guardians of the absence or tardiness of pupils, and give a special notice either in person or by note, of such as are habitually troublesome, or are specially poor in their studies. They are expected to exercise all due patience and make every reasonable effort in individual cases, before asking to have a pupil suspended for misconduct or placed in a lower grade for failure in studies.

50. To send, from the second to twelfth grades, both inclusive, to parents or guardians, on cards furnished for the purpose, a report of the attendance, deportment, and scholarship of each pupil for each period; and to copy these records in the class book.

51. To avoid, as far as possible, the practice of detaining pupils; to avoid scolding and all harsh and passionate expressions to or in the presence of their pupils; they are reminded that the best disciplinarians are those who govern themselves, and secure good order by gentle influences. To avoid corporal punishment when obedience can be

maintained by milder measures. In administering corporal punishment, they must avoid striking the head or hands, using a switch or light strap in such a manner as not to inflict bruises or lasting marks, and must have at least one witness to such punishment. They may refer all incorrigible cases to the Principal.

52. To attend all general and special meetings called by the Superintendent, no excuse for non-attendance being considered sufficient that would not justify their absence from school at any other time. To make monthly reports to the Principal upon the blanks provided for that purpose.

53. To dismiss their schools promptly at all times when the signal is given by the Principal, and to see that all their pupils leave the school premises in the evening before they themselves depart.

SUBSTITUTE TEACHERS.

54. In case of necessary absence of regular teachers, they shall promptly notify the Superintendent, who shall supply a substitute. The list of substitute teachers shall be designated by the Board of Education, and in no case must other persons be placed in charge of schools.

55. Substitutes shall receive the full regular pay of the teachers whose places they fill, and shall be paid by the same at the end of the school month, in which the service was rendered.

SPECIAL TEACHERS.

56. Special teachers shall, at the request of the Superintendent, meet the teachers for the purpose of giving them instruction in the branches of which such special teachers have charge.

57. They shall visit regularly and impartially the several departments in which they are employed to teach, and make written reports of the progress of their work to the Superintendent, as often as he may request.

58. The regular teacher of any room shall not be absent from the room during the exercises of special teachers, but shall co-operate in the preservation of order and discipline, and shall enforce the observance of instructions given by the special teachers.

59. It shall be the duty of the regular teachers to make themselves proficient, practically, as well as theoretically, in such special branches as are taught in the schools.

PUPILS.

Rules of the State Board of Education.

60. No pupil shall be detained in school during the intermission at noon, and a pupil detained at any recess shall be permitted to go out immediately thereafter. All pupils, except those detained for punishment, shall be required to pass out of the school room at recess, unless it would occasion an exposure of health.

61. No person shall be allowed to retain connection with any public school, unless furnished with books, slates, and other utensils required to be used in the class to which he belongs; provided, that no pupil shall be excluded for such cause, unless the parent or guardian shall have been furnished by the teacher with a list of books or articles needed, and one week shall have elapsed after such notice without the pupil obtaining said books. Books may be furnished to indigent children by the trustees, at the expense of the district, whenever the teacher shall have certified in writing that the pupil applying is unable to furnish such books.

62. Any pupil who cuts, defaces, or otherwise injures any school house, fence, or outbuilding thereof, is liable to suspension or expulsion; and on the complaint of the teacher or trustees, the parents or guardians, of such pupils shall be liable for all damages.

63. All pupils who go to the school without proper attention having been given to personal cleanliness, or neat-

ness of dress, shall be sent home to be properly prepared for school, or shall be required to prepare themselves for the school room before entering. Every school room shall be provided with a wash basin, soap, and towels.

64. No pupil affected with any contagious disease shall be allowed to remain in any of the public schools.

65. All pupils must comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of said schools.

66. Continued willful disobedience or open defiance of the authority of the teacher constitutes good cause for expulsion from school, and habitual profanity and vulgarity good cause for suspension from school.

67. Pupils are required in all cases of absence to bring, on their return to school, an excuse in writing from their parents or guardians, assigning good and sufficient reasons for such absence.

68. All pupils who have fallen behind their grade, by absence or irregularity of attendance, by indolence or inattention, shall be placed in the grade below, at the discretion of the teacher.

69. No pupil shall be permitted to leave school at recess, or at any other time before the regular hour for closing school, except in case of sickness, or on written request of parent or guardian.

70. Any scholar who shall be absent one week without giving notice to the teacher, shall lose all claim to his particular desk for the remainder of the term, and shall not be considered a member of the school.

71. Each scholar shall have a particular desk, and shall keep it and the floor beneath in a neat and orderly condition.

72. Pupils must be admitted into the schools in the order in which they apply to be registered.

PUPILS.

Rules of the City Board of Education.

73. All children between six and twenty-one years of age, of actual residents of Los Angeles city, shall be admitted free to all of the public schools. The children of non-residents shall not be received, except upon the payment of a tuition fee, as fixed by the Board of Education.

74. Non-resident pupils may be admitted on the following terms: In the High School, $3.00 per month; in Grammar schools, $2.00 per month; in the Primary schools, $1.50 per month; tuition to be paid in advance to the Principal. But in no case must non-resident pupils be received to the exclusion of those whose homes are in the city.

75. All pupils must attend school in the district in which they live, unless they have a written permit from the Superintendent to attend another school. The permission shall be given only for the purpose of relieving crowded schools, or for other good reason satisfactory to the Superintendent.

76. Teachers are authorized to send pupils home for excuses for tardiness or absence, except when the weather is such that it would occasion exposure to health.

77. Every pupil in whose family any contagious disease is known to prevail, shall, on returning to school, present a certificate from the Health Officer, or a regular practicing physician, stating that the proper precautions have been taken, and that no risk will be incurred in receiving the bearer into school.

78. Every pupil who shall be absent three *half* days without excuse from parent or guardian, given either in person or by written note, satisfying the teacher that the absences were caused by his own sickness, by sickness in the family, or some *urgent cause*, rendering attendance im-

possible, or to avoid exposure of health, shall be suspended from school, until satisfactory assurance is given to the Principal, by the parent or guardian, that the pupil will be more punctual in the future. In the application of this rule, two unexcused tardinesses or leaving school without permission, shall be counted as one-half day's absence. A pupil who shall be suspended the second time, can only be restored by personal application to the Board at a regular meeting.

79. No pupil, after having entered one school, shall be admitted into another school the same scholastic year, without a certificate of honorable discharge from the former school, or without a transfer from the Principal, when the pupil has changed his residence to another district.

80. Willful disobedience, habitual truancy, vulgarity, profanity, stealing, or carrying deadly or dangerous weapons, shall constitute good cause for suspension or expulsion from school.

81. Pupils shall be liable to suspension if their parents create a disturbance in school, or censure, abuse, or insult any teacher before his class, or on the school premises.

82. Any pupil who uses tobacco in any form on the school premises, shall be liable to expulsion.

83. During rain-storms or otherwise exceptionally bad weather, pupils shall be allowed to enter their rooms as soon as they come in the morning, and to remain during intermissions. At such times, teachers must see that their pupils do not engage in boisterous play, but may allow them to play parlor games, singing, calisthenics, etc.

84. Pupils who are not in their seats at the time for opening school, shall be marked tardy.

85. Pupils absenting themselves from school during examinations shall in no case be promoted unless they can give satisfactory evidence that the absence was unavoidable, when they may receive a special examination from

the Principal or teacher. Pupils giving or receiving aid during examinations shall be marked zero.

86. Pupils shall not be absent a part of the day for the purpose of receiving instruction elsewhere, except by special permission of the Superintendent, recommended by the teacher and Principal, and only very urgent reasons will be deemed satisfactory.

DUTIES OF JANITORS.

87. It shall be the duty of the Superintendent of Janitors and Repairs to attend all regular meetings of the Board; and special meetings when so notified.

88. To exercise special supervision over all Janitors of buildings.

89. To report at regular meetings of the Board, all needed repairs of school property.

90. To deliver the monthly supplies to all school buildings.

91. To keep in good repair all school buildings, water closets, coal houses, sheds, fences, walks, trees and grounds.

92. To make, at the close of each school year, an inventory of all school property under his charge, accounting for any then missing which was invoiced the previous year.

93. Janitors of buildings shall report for duty to Principals at the hour for the opening and closing of schools, except in small schools where special arrangements may be made. In such large schools as may be ordered by the Board, they shall devote their whole time to the duties of their position. They shall keep school-buildings, furniture, yards and out-buildings neat and clean. Disinfect all water-closets once per week, build fires, open and close school-buildings and gates, and see that windows, shutters, doors, and gates are securely closed when the schools are not in session.

94. They shall sweep school-rooms every day after school, and dust them every morning before school, and wash windows, floors, and other wood-work as often as directed by the Principal. They shall guard all property on the premises, promptly make such repairs as they are able to make, and report to the Superintendent of Janitors and Repairs all other repairs needed.

95. They shall be subject to the orders of the Superintendent of Janitors, Principal and Superintendent; they shall not assume or exercise any authority over pupils except by special order, but shall report to the Principal any violation of the school regulations on the part of the scholars that comes under their notice.

EXAMINATION INSTRUCTIONS.

96. In the first, second, and third grades, records of scholarship shall be made on the judgment of the teacher and Principal. No set examinations.

97. Scholarship records for the second and third grades shall be copied in the class-books each Period. For the first grade only the records of pupils to be promoted need be copied at the end of the each Semester.

98. In all other grades examinations shall be conducted at the end of each Period. These examinations shall be under the direction of the Superintendent, and may be both oral and written.

99. Promotions shall take place at the end of each Semester, and be determined by an average of the two Period examinations.

100. Pupils must obtain a general average of 75 per cent. and not fall below an average of 65 per cent. in any one study, in order to be entitled to promotion.

101. Minimum time for any subject, 1½ hour. Maximum time for any subject 2½ hours.

102. Begin with holes in paper at the left hand. Write on both sides of MS. if necessary, turning it like the leaf of a book.

103. On the first line write in the following order: Subject. Name. Date. Nothing else. Leave second line entirely vacant.

104. Number the first answer with the Roman numeral I. on the middle of the third line. Begin the answer on the fourth line. The vertical blue line is for paragraphing.

105. Number all answers with Roman numerals on the middle of the line, which must contain nothing else. Let the answer indicate the question whenever possible.

106. Mark the value of each answer opposite it on the right hand margin on both sides of the MS., and the value of the whole paper on the margin of first page at the upper right hand corner, but do not allow your marks to be more untidy than the work of the pupils.

107. Deduct from Arithmetic, Language, Geography, and History MSS., one per cent. for each error in Spelling, Language, Punctuation, and Capitals. Count the same mistake but once on the same MS.

108. Mark the spelling of each MS. just under the value of the MS. with a line between, thus $\frac{95}{90}$

109. Make an average of the three per cents. in spelling for the final mark on that subject

110. Put rivets in MSS. from the top and bind until they are full; but do not bind different classes together. Put title page and list of questions with each subject

111. Principals will collect all MSS. and drawing papers and send them to the Superintendent's office

112. Never write examination questions on blackboard in presence of pupils. Either dictate the questions or have some pupil write them

113. When there are two or more classes in a room have them seated alternately during written examinations

114. To determine the value of an answer in Arithmetic, allow one-half for correct principle. In spelling allow one-half for correct spelling of the word, and the same for diacritical marks when required.

DRAWING.

115. Minimum time, ½ hour. Maximum time, 1 hour.

116. Give each pupil but one piece of drawing paper, and one of practice paper, to be used as a trial paper.

117. Collect drawing and practice books. Take a drawing card or book, open to the page that contains the exercise to be drawn, hold it up before the class for a moment, then let the pupils draw from memory.

118. Write definitions on a separate paper and fasten both together, with name of pupil on each. Bind papers of the class together, placing on the outside the grade, name of school, and teacher.

119. Mark each definition 10 per cent. Give 10 per cent. for work done in the book through the month. Let remaining credits be for the examination.

MISCELLANEOUS.

120. No school building shall be used for other than school purposes.

121. For the purpose of promotions the school year shall be divided into two equal parts called Semesters. For the purpose of written examinations it shall be divided into four equal parts called Periods. The dates for beginning or closing any school year or vacation shall be fixed by special order of the Board of Education.

122. The regular holidays shall be the 9th of September, the 22d of February, the 30th of May, every day on which an election is held throughout the State, and all Thanksgiving Days authorized by the State or general government. When the 9th of September, the 22d of February, or the 30th of May fall upon Sunday, the Monday following shall be a holiday.

123. The hours of tuition and study throughout the year shall be from 9 o'clock A. M. to 12 o'clock M., with fifteen minutes' recess, from 10:30 to 10:45; and from 1:15 to 4 o'clock P. M., with 15 minutes' recess, from 2:30 to 2:45. The first, second, and third grades shall be dismissed at 2:30, and all other grades at 4. P. M.

124. There shall be a monthly fire drill in every building of more than one room, to be conducted by the Principal or Superintendent. Pupils shall leave building without wraps at signal of 2 bells; with wraps at signal of 3 bells.

125. The Superintendent, Deputy Superintendent, Superintendent of Janitors and Repairs and his assistant, shall be elected at the first regular meeting in June. The election of teachers shall take place at the first regular meeting in July.

126. Vacancies and new positions may be filled at any meeting of the Board, or, in case of emergency, by the Committee on Teachers.

127. Applicants for positions as teachers must *apply in person* and present a written application to the Clerk, which must be accompanied by evidence of the possession of a legal certificate.

128. No person shall be eligible to election to a position as teacher who cannot present satisfactory evidence of at least one year's actual successful experience in teaching.

129. All complaints against teachers, or other employees of the School Department, must be made in writing and verified, and shall be addressed to the Clerk of the Board of Education.

130. No person other than the Superintendent and his Deputy shall occupy the time of any school, while visiting it.

131. All rules, regulations, resolutions and orders passed by the Board of Education that are in conflict with these Rules and Regulations, are hereby rescinded.

41. Teachers shall daily examine the lessons of their various classes, and make such special preparation upon them, if necessary, as not to be constantly confined to the text-book; and instruct all their pupils without partiality, in those branches of school studies which their various classes may be pursuing. In all their intercourse with their scholars they are required to strive to impress on their minds, both by precept and example, the great importance of continued efforts for improvement in morals, manners, and deportment, as well as in useful learning.

42. Teachers should explain each new lesson assigned, if necessary, by familiar remarks and illustrations; that every pupil may know, before he is sent to his seat, what he is expected to do at the next recitation, and how it is to be done.

43. Teachers should only use the text-book for occasional reference, and should not permit it to be taken to the recitation, to be referred to by the pupils, except in cases of such exercises as absolutely require it. They should assign many questions of their own preparing, involving an application of what the pupils have learned, to the business of life.

44. Teachers should endeavor to arouse and fix the attention of the whole class, and to occupy and bring into action as many of the faculties of their pupils as possible. They should never proceed with the recitation without the attention of the whole class, nor go round the class with recitation always in the same order, or in regular rotation.

45. Teachers should at all times exhibit proper animation themselves, manifesting a lively interest in the subject taught; avoid all heavy, plodding movements, all formal routine in teaching, lest the pupil be dull and drowsy, and imbibe the notion that he studies only to recite.

46. It shall be the duty of all teachers to endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, and patriotism; to teach them to

avoid idleness, profanity, and falsehood; and to instruct them in the priciples of a free government, and to train them up to a true comprehension of the rights, duties, and dignity of American citizenship.

ASSISTANT TEACHERS.

Rules of the City Board of Education.

47. It shall be the duty of teachers to look after the conduct of the pupils while in the school room; to care for the furniture, apparatus, etc., in their respective rooms, and to co-operate with the Principal in the preservation of the buildings, fences, and all other school property.

48. To refer new pupils to the Principal for examination and classification, and when so classified, to record their names in the general register, with all the data called for in that register.

49. To promptly notify parents or guardians of the absence or tardiness of pupils, and give a special notice either in person or by note, of such as are habitually troublesome, or are specially poor in their studies. They are expected to exercise all due patience and make every reasonable effort in individual cases, before asking to have a pupil suspended for misconduct or placed in a lower grade for failure in studies.

50. To send, from the second to twelfth grades, both inclusive, to parents or guardians, on cards furnished for the purpose, a report of the attendance, deportment, and scholarship of each pupil for each period; and to copy these records in the class book.

51. To avoid, as far as possible, the practice of detaining pupils; to avoid scolding and all harsh and passionate expressions to or in the presence of their pupils; they are reminded that the best disciplinarians are those who govern themselves, and secure good order by gentle influences. To avoid corporal punishment when obedience can be

maintained by milder measures. In administering corporal punishment, they must avoid striking the head or hands, using a switch or light strap in such a manner as not to inflict bruises or lasting marks, and must have at least one witness to such punishment. They may refer all incorrigible cases to the Principal.

52. To attend all general and special meetings called by the Superintendent, no excuse for non-attendance being considered sufficient that would not justify their absence from school at any other time. To make monthly reports to the Principal upon the blanks provided for that purpose.

53. To dismiss their schools promptly at all times when the signal is given by the Principal, and to see that all their pupils leave the school premises in the evening before they themselves depart.

SUBSTITUTE TEACHERS.

54. In case of necessary absence of regular teachers, they shall promptly notify the Superintendent, who shall supply a substitute. The list of substitute teachers shall be designated by the Board of Education, and in no case must other persons be placed in charge of schools.

55. Substitutes shall receive the full regular pay of the teachers whose places they fill, and shall be paid by the same at the end of the school month, in which the service was rendered.

SPECIAL TEACHERS.

56. Special teachers shall, at the request of the Superintendent, meet the teachers for the purpose of giving them instruction in the branches of which such special teachers have charge.

57. They shall visit regularly and impartially the several departments in which they are employed to teach, and make written reports of the progress of their work to the Superintendent, as often as he may request.

58. The regular teacher of any room shall not be absent from the room during the exercises of special teachers, but shall co-operate in the preservation of order and discipline, and shall enforce the observance of instructions given by the special teachers.

59. It shall be the duty of the regular teachers to make themselves proficient, practically, as well as theoretically, in such special branches as are taught in the schools.

PUPILS.

Rules of the State Board of Education.

60. No pupil shall be detained in school during the intermission at noon, and a pupil detained at any recess shall be permitted to go out immediately thereafter. All pupils, except those detained for punishment, shall be required to pass out of the school room at recess, unless it would occasion an exposure of health.

61. No person shall be allowed to retain connection with any public school, unless furnished with books, slates, and other utensils required to be used in the class to which he belongs; provided, that no pupil shall be excluded for such cause, unless the parent or guardian shall have been furnished by the teacher with a list of books or articles needed, and one week shall have elapsed after such notice without the pupil obtaining said books. Books may be furnished to indigent children by the trustees, at the expense of the district, whenever the teacher shall have certified in writing that the pupil applying is unable to furnish such books.

62. Any pupil who cuts, defaces, or otherwise injures any school house, fence, or outbuilding thereof, is liable to suspension or expulsion; and on the complaint of the teacher or trustees, the parents or guardians, of such pupils shall be liable for all damages.

63. All pupils who go to the school without proper attention having been given to personal cleanliness, or neat-

ness of dress, shall be sent home to be properly prepared for school, or shall be required to prepare themselves for the school room before entering. Every school room shall be provided with a wash basin, soap, and towels.

64. No pupil affected with any contagious disease shall be allowed to remain in any of the public schools.

65. All pupils must comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of said schools.

66. Continued willful disobedience or open defiance of the authority of the teacher constitutes good cause for expulsion from school, and habitual profanity and vulgarity good cause for suspension from school.

67. Pupils are required in all cases of absence to bring, on their return to school, an excuse in writing from their parents or guardians, assigning good and sufficient reasons for such absence.

68. All pupils who have fallen behind their grade, by absence or irregularity of attendance, by indolence or inattention, shall be placed in the grade below, at the discretion of the teacher.

69. No pupil shall be permitted to leave school at recess, or at any other time before the regular hour for closing school, except in case of sickness, or on written request of parent or guardian.

70. Any scholar who shall be absent one week without giving notice to the teacher, shall lose all claim to his particular desk for the remainder of the term, and shall not be considered a member of the school.

71. Each scholar shall have a particular desk, and shall keep it and the floor beneath in a neat and orderly condition.

72. Pupils must be admitted into the schools in the order in which they apply to be registered.

PUPILS.

Rules of the City Board of Education.

73. All children between six and twenty-one years of age, of actual residents of Los Angeles city, shall be admitted free to all of the public schools. The children of non-residents shall not be received, except upon the payment of a tuition fee, as fixed by the Board of Education.

74. Non-resident pupils may be admitted on the following terms: In the High School, $3.00 per month; in Grammar schools, $2.00 per month; in the Primary schools, $1.50 per month; tuition to be paid in advance to the Principal. But in no case must non-resident pupils be received to the exclusion of those whose homes are in the city.

75. All pupils must attend school in the district in which they live, unless they have a written permit from the Superintendent to attend another school. The permission shall be given only for the purpose of relieving crowded schools, or for other good reason satisfactory to the Superintendent.

76. Teachers are authorized to send pupils home for excuses for tardiness or absence, except when the weather is such that it would occasion exposure to health.

77. Every pupil in whose family any contagious disease is known to prevail, shall, on returning to school, present a certificate from the Health Officer, or a regular practicing physician, stating that the proper precautions have been taken, and that no risk will be incurred in receiving the bearer into school.

78. Every pupil who shall be absent three *half* days without excuse from parent or guardian, given either in person or by written note, satisfying the teacher that the absences were caused by his own sickness, by sickness in the family, or some *urgent cause*, rendering attendance im-

possible, or to avoid exposure of health, shall be suspended from school, until satisfactory assurance is given to the Principal, by the parent or guardian, that the pupil will be more punctual in the future. In the application of this rule, two unexcused tardinesses or leaving school without permission, shall be counted as one-half day's absence. A pupil who shall be suspended the second time, can only be restored by personal application to the Board at a regular meeting.

79. No pupil, after having entered one school, shall be admitted into another school the same scholastic year, without a certificate of honorable discharge from the former school, or without a transfer from the Principal, when the pupil has changed his residence to another district.

80. Willful disobedience, habitual truancy, vulgarity, profanity, stealing, or carrying deadly or dangerous weapons, shall constitute good cause for suspension or expulsion from school.

81. Pupils shall be liable to suspension if their parents create a disturbance in school, or censure, abuse, or insult any teacher before his class, or on the school premises.

82. Any pupil who uses tobacco in any form on the school premises, shall be liable to expulsion.

83. During rain-storms or otherwise exceptionally bad weather, pupils shall be allowed to enter their rooms as soon as they come in the morning, and to remain during intermissions. At such times, teachers must see that their pupils do not engage in boisterous play, but may allow them to play parlor games, singing, calisthenics, etc.

84. Pupils who are not in their seats at the time for opening school, shall be marked tardy.

85. Pupils absenting themselves from school during examinations shall in no case be promoted unless they can give satisfactory evidence that the absence was unavoidable, when they may receive a special examination from

the Principal or teacher. Pupils giving or receiving aid during examinations shall be marked zero.

86. Pupils shall not be absent a part of the day for the purpose of receiving instruction elsewhere, except by special permission of the Superintendent, recommended by the teacher and Principal, and only very urgent reasons will be deemed satisfactory.

DUTIES OF JANITORS.

87. It shall be the duty of the Superintendent of Janitors and Repairs to attend all regular meetings of the Board; and special meetings when so notified.

88. To exercise special supervision over all Janitors of buildings.

89. To report at regular meetings of the Board, all needed repairs of school property.

90. To deliver the monthly supplies to all school buildings.

91. To keep in good repair all school buildings, water closets, coal houses, sheds, fences, walks, trees and grounds.

92. To make, at the close of each school year, an inventory of all school property under his charge, accounting for any then missing which was invoiced the previous year.

93. Janitors of buildings shall report for duty to Principals at the hour for the opening and closing of schools, except in small schools where special arrangements may be made. In such large schools as may be ordered by the Board, they shall devote their whole time to the duties of their position. They shall keep school-buildings, furniture, yards and out-buildings neat and clean. Disinfect all water-closets once per week, build fires, open and close school-buildings and gates, and see that windows, shutters, doors, and gates are securely closed when the schools are not in session.

94. They shall sweep school-rooms every day after school, and dust them every morning before school, and wash windows, floors, and other wood-work as often as directed by the Principal. They shall guard all property on the premises, promptly make such repairs as they are able to make, and report to the Superintendent of Janitors and Repairs all other repairs needed.

95. They shall be subject to the orders of the Superintendent of Janitors, Principal and Superintendent; they shall not assume or exercise any authority over pupils except by special order, but shall report to the Principal any violation of the school regulations on the part of the scholars that comes under their notice.

EXAMINATION INSTRUCTIONS.

96. In the first, second, and third grades, records of scholarship shall be made on the judgment of the teacher and Principal. No set examinations.

97. Scholarship records for the second and third grades shall be copied in the class-books each Period. For the first grade only the records of pupils to be promoted need be copied at the end of the each Semester.

98. In all other grades examinations shall be conducted at the end of each Period. These examinations shall be under the direction of the Superintendent, and may be both oral and written.

99. Promotions shall take place at the end of each Semester, and be determined by an average of the two Period examinations.

100. Pupils must obtain a general average of 75 per cent. and not fall below an average of 65 per cent. in any one study, in order to be entitled to promotion.

101. Minimum time for any subject, 1½ hour. Maximum time for any subject 2½ hours.

102. Begin with holes in paper at the left hand. Write on both sides of MS. if necessary, turning it like the leaf of a book.

103. On the first line write in the following order: Subject. Name. Date. Nothing else. Leave second line entirely vacant.

104. Number the first answer with the Roman numeral I. on the middle of the third line. Begin the answer on the fourth line. The vertical blue line is for paragraphing.

105. Number all answers with Roman numerals on the middle of the line, which must contain nothing else. Let the answer indicate the question whenever possible.

106. Mark the value of each answer opposite it on the right hand margin on both sides of the MS., and the value of the whole paper on the margin of first page at the upper right hand corner, but do not allow your marks to be more untidy than the work of the pupils.

107. Deduct from Arithmetic, Language, Geography, and History MSS., one per cent. for each error in Spelling, Language, Punctuation, and Capitals. Count the same mistake but once on the same MS.

108. Mark the spelling of each MS. just under the value of the MS. with a line between, thus $\frac{95}{80}$

109. Make an average of the three per cents. in spelling for the final mark on that subject

110. Put rivets in MSS. from the top and bind until they are full; but do not bind different classes together. Put title page and list of questions with each subject.

111. Principals will collect all MSS. and drawing papers and send them to the Superintendent's office.

112. Never write examination questions on blackboard in presence of pupils. Either dictate the questions or have some pupil write them.

113. When there are two or more classes in a room, have them seated alternately during written examinations.

114. To determine the value of an answer in Arithmetic, allow one-half for correct principle. In spelling allow one-half for correct spelling of the word, and the same for diacritical marks when required.

DRAWING.

115. Minimum time, ½ hour. Maximum time, 1 hour.

116. Give each pupil but one piece of drawing paper, and one of practice paper, to be used as a trial paper.

117. Collect drawing and practice books. Take a drawing card or book, open to the page that contains the exercise to be drawn, hold it up before the class for a moment, then let the pupils draw from memory.

118. Write definitions on a separate paper and fasten both together, with name of pupil on each. Bind papers of the class together, placing on the outside the grade, name of school, and teacher.

119. Mark each definition 10 per cent. Give 10 per cent. for work done in the book through the month. Let remaining credits be for the examination.

MISCELLANEOUS.

120. No school building shall be used for other than school purposes.

121. For the purpose of promotions the school year shall be divided into two equal parts called Semesters. For the purpose of written examinations it shall be divided into four equal parts called Periods. The dates for beginning or closing any school year or vacation shall be fixed by special order of the Board of Education.

122. The regular holidays shall be the 9th of September, the 22d of February, the 30th of May, every day on which an election is held throughout the State, and all Thanksgiving Days authorized by the State or general government. When the 9th of September, the 22d of February, or the 30th of May fall upon Sunday, the Monday following shall be a holiday.

123. The hours of tuition and study throughout the year shall be from 9 o'clock A. M. to 12 o'clock M., with fifteen minutes' recess, from 10:30 to 10:45; and from 1:15 to 4 o'clock P. M., with 15 minutes' recess, from 2:30 to 2:45. The first, second, and third grades shall be dismissed at 2:30, and all other grades at 4. P. M.

124. There shall be a monthly fire drill in every building of more than one room, to be conducted by the Principal or Superintendent. Pupils shall leave building without wraps at signal of 2 bells; with wraps at signal of 3 bells.

125. The Superintendent, Deputy Superintendent, Superintendent of Janitors and Repairs and his assistant, shall be elected at the first regular meeting in June. The election of teachers shall take place at the first regular meeting in July.

126. Vacancies and new positions may be filled at any meeting of the Board, or, in case of emergency, by the Committee on Teachers.

127. Applicants for positions as teachers must *apply in person* and present a written application to the Clerk, which must be accompanied by evidence of the possession of a legal certificate.

128. No person shall be eligible to election to a position as teacher who cannot present satisfactory evidence of at least one year's actual successful experience in teaching.

129. All complaints against teachers, or other employees of the School Department, must be made in writing and verified, and shall be addressed to the Clerk of the Board of Education.

130. No person other than the Superintendent and his Deputy shall occupy the time of any school, while visiting it.

131. All rules, regulations, resolutions and orders passed by the Board of Education that are in conflict with these Rules and Regulations, are hereby rescinded.



DEPARTMENT OF EDUCATION
AND STANFORD JUNIOR UNIVERSITY



PUBLIC SCHOOLS

ANNUAL REPORT

OF THE

BOARD OF EDUCATION

LOS ANGELES, CALIFORNIA

1890-1891

CITY BOARD OF EDUCATION

For 1891-92.

Offices, City Hall, Los Angeles, California.

A. C. SHAFER, PRESIDENT. A. E. BAKER, CLERK.

WARDS MEMBERS	ADDRESS
1st.—R. H. BOAL	149 South Broadway
2d.—M. C. MARSH	212 New High
3d.—J. M. WITMER	Room 4, Cal. Bank Building
4th.—T. J. DAVIS	Room 15, Cal. Bank Building
5th.—A. C. SHAFER	18 Court Street
6th.—B. F. KIERULFF	107 North Spring Street
7th.—C. E. CROWLEY	235 South Los Angeles Street
8th—J. T. GAFFEY	Baker Block
9th.—D. C. BARBER	2101 E. First Street

Standing Committees.

Finance—MESSRS. WITMER, GAFFEY and CROWLEY.
Buildings—MESSRS. BARBER, KIERULFF and MARSH,
Furniture and Supplies—MESSRS. MARSH, DAVIS and KIERULFF.
Teachers and Salaries—MESSRS. DAVIS, BOAL and WITMER.
Janitors, Printing—MESSRS. KIERULFF, MARSH and BOAL.
Rules and Classification—MESSRS. GAFFEY, WITMER and BARBER.
Visiting—MESSRS. CROWLEY, BARBER and DAVIS.
Insurance—MESSRS. BOAL, CROWLEY and GAFFEY.
Ways and Means—MESSRS. WITMER, DAVIS and GAFFEY.

Regular meetings of the Board, in City Hall, on first and third Mondays of calendar month, at 7:30 p. m.

Teachers' Committee will meet at 3 p. m. in Superintendent's office, room 25, City Hall, on Saturdays preceeding regular meetings of the Board.

Finance Committee will meet in Superintendent's office at 2 p. m. on Saturdays preceeding regular meetings of the Board. All claims not before the Committee then will be laid over to next meeting.

The City Superintendents of Schools have been:

DR. W. T. LUCKY	1873 to 1876
C. H. KIMBALL	1876 to 1880
MRS. C. B. JONES	1880 to 1881
J. M. GUINN	1881 to 1883
L. D. SMITH	1883 to 1885
W. M. FRIESNER	1885 to . .

FINANCIAL REPORT

OF THE CLERK OF THE

BOARD OF EDUCATION

1890-1891.

RECEIPTS.

Balance July 1st, 1890	$ 68627.24	
From State	101273.50	
From County	46125.00	
From City	55325.87	
Miscellaneous	2243.80	
		$273595.41

EXPENDITURES.

Teachers' salaries	$156486.50	
Janitors' salaries	11660.00	
Apparatus	157.90	
Sites (San Pedro St.)	2500.00	
Buildings	63940.36	
Furniture	13908.26	
Grading { High School grounds $450.00; street assessments 140.25 }	590.25	
Repairs (labor and building materials)	6844.32	
Census	595.00	
Fuel	1798.00	
Gas	374.00	
Insurance	2785.00	
Printing	418.75	
Supplies { stationery, etc. $5221.85; miscellaneous (chemicals, brushes, etc.) 891.46 }	6113.31	
	$268171.65	
Old error written off	127.02	
Total		$268298.67
Balance July 1st, 1891		5296.74
		$273595.41

A. E. BAKER,
Clerk of the Board of Education

DETAILED STATEMENT OF RECEIPTS

1890			
July	1.	Balance	$ 68627.24
	5.	Tuition, non-resident pupils	118.00
	5.	Rent, Swain St. house	10.00
	5.	Insurance rebate	2.50
Aug.	5.	Sale of shed, Eighth St. (1st payment)	30.00
Sept.	2.	Rent of Swain St. house	5.00
	22.	Apportionment, city	1645.82
Oct.	1.	Rent Swain St. house	5.00
	6.	Apportionment, State	21700.00
	21.	Tuition, non-resident pupils.	40.00
	23.	Apportionment, city	11916.70
	23.	Sale of shed, Eighth St. (2nd payment)	15.00
Nov.	5.	Tuition, non-resident pupils	50.00
	7.	Apportionment, city	8966.66
	12.	Apportionment, city	4483.33
	17.	Sale of shed, Eighth St. (3rd and final payment)	30.00
	26.	Tuition, non-resident pupils	50.00
	26.	Rent Swain St. house	5.00
	27.	Demand of Bancroft Bros. cancelled	5.00
Dec.	6.	Apportionment, city	6276.67
	26.	Insurance rebate	14.20
1891			
Jan.	5.	Sale of shed, Amelia St. (1st payment)	20.00
	5.	Tuition, non-resident pupils	93.60
	27.	Apportionment, county	40300.00
	30.	Tuition, non-resident pupils	6.00
	31.	Sale of shed, Amelia Street, (2nd payment)	20.00
	31.	Tuition, non-resident pupils	50.85
Feb.	21.	Apportionment, State	30000.00
	24.	Tuition, non-resident pupils	97.00
	24.	Rebate on bill of J. Taylor & Co., chemicals	4.00
Mar.	2.	Sale of shed, Amelia Street, (3d payment)	20.00
	2.	Tuition, non-resident pupils	21.10
	2.	Rent, Swain St. house	5.00
	2.	Apportionment, State	49075.00
	2.	Apportionment, State, library fund	498.50
	3.	Apportionment, city	1793.34
	21.	Balance from S. I. bond fund transferred by council.	893.40
	21.	Transfer from bridge fund by city council	5000.00
	23.	Rebate on insurance	49.00
	23.	Salary returned	36.35
	23.	Tuition, non-resident pupils	15.15
Apr.	4.	Sale of shed, Amelia St. (4th and final payment)	15.00

Apr.	7.	Tuition, non-resident pupils	100.00
	15.	Tuition, non-resident pupils	10.00
	27.	Rent Macy St. house	5.00
May	4.	Apportionment, city	3586.68
	5.	Tuition, non-resident pupils	64.00
	12.	Apportionment, city	8966.66
	16.	Demand of R. Bell cancelled.	13.00
	29.	Tuition, non-resident pupils	79.60
June	2.	Rent Macy St. house	10.00
	2.	Tuition, non-resident pupils	20.15
	4.	Demand of J. W. Robinson Co. cancelled	3.00
	5.	Apportionment, city	2690.01
	22.	Apportionment, county	5825.00
	30.	Tuition, non-resident pupils	93.75
	30.	Sale of carpets in board room to public library	84.25
			$273595.41

DETAILED STATEMENT OF EXPENDITURES.

1890				
July	7.	H. B. Irey, gardener	$	45.00
		Bancroft Bros., maps		5.00
		R. Beyrle, cement work H. S.		380.00
		A. W. Brown, electric work		34.00
		J. N. Preston, architect's fee		19.00
		J. N. Preston, architect's fee		22.50
		J. W. Robinson, ribbon		8.75
		Russell & Scott, insurance		51.20
		R. G. Lunt, insurance		45.83
		Conant & Johnson, insurance		50.00
		J. P. Brock, horse-shoeing		7.20
		P. L. Budinger, carriage hire		7.50
		Jerry Hinton, ice		3.10
		G. W. Cooke & Co., paper supplies		20.00
		G. W. Cooke & Co., foolscap		98.00
		C. J. Kubach, extras on school-houses		225.48
July	21.	Evening Express Co., printing		59.00
		L. A. C. Water Co., connection Bloom St.		16.00
		H. Jevne, soap		7.95
		McLain & Lehman, rent of theatre		25.00
		F. A. Dunham, rent		11.45
		Scriver & Quinn, paints, etc.		30.00
		P. A. Mulford, extras First St. bldg.		25.75
		H. B. Irey, gardener		30.00
		A. Irey, laborer		13.00
		R. N. Bulla, rent		15.00

	Hugh Todd, architect's fee	290.91	
	C. H. Brown, architect's fee	278.43	
	J. Lee Burton, architect's fee	252.39	
	S. I. Hass, architect's fee	283.95	
	J. McGinley, labor on blackboards	10.00	
	F. A. Clark, labor on "	17.50	
	J. B. Eddo, labor on "	12.50	
	W. H. Mullin, labor on "	5.00	
	J. T. Bradley, labor on "	30.00	
July 28.	C. M. Anslyn, final payment Cornwell St.	118.75	
	Merrill & Cook, printing	2.25	
	Owens & Rogers, moving 7th St. bldg	82.50	
	C. J. Kubach, 1st payment 30th St. bldg.	1000.00	
	G. M. Smith, building inspector H. S.	50.00	
	C. B. Hickey, rent	10.00	
	R. C. Hunt, labor	31.50	
	J. W. Malone, labor	8.00	
	A. A. Henry, supt. buildings & repairs	115.00	
	G. Mannon, asst. supt. bldgs. & repairs	70.00	
	J. Hinton, janitor board rooms	15.00	
	W. M. Friesner, superintendent	225.00	
	A. E. Baker, deputy superintendent	150.00	
	R. Wankowski, clerk	30.00	
			$ 4345.39
Aug. '4.	Alice Marlette, lot on San Pedro St.	$ 2500.00	
	E. B. Brown, labor	10.00	
	James P. Eddo, labor	28.75	
	James F. Adams, labor	47.00	
	J. McGinley, labor	8.00	
	So. Cal. Lumber Co., lumber	253.50	
	E. L. Blanchard, insurance	56.25	
	J. W. Malone, labor	8.00	
	F. A. Clark, labor	30.00	
	J. T. Bradley, labor	36.00	
	C. G. Willman, 1st payment Ann St. bldg	1900.00	
	C. J. Kubach, 2nd payment 30th St. bldg.	1900.00	
	C. H. Brown, architect's fee	16.43	
	R. E. McLean, insurance	45.50	
	State Loan & Trust Co. final pymt 1st St	66.25	
	Childs & Silent, insurance	199.50	
	Henry & Lyndall, insurance	44.45	
	Mechanics Express Co., cartage	51.20	
	Sunset Tel. Co., telephones	81.25	
	W. W. Phelps, insurance	49.75	
	Kerckhoff-Cuzner Lumber Co., lumber	7.56	

	H. B. Irey, gardener	30.00
	A. Irey, labor	12.00
	N. H. Mullen, labor	27.50
	R. C. Hunt, labor	15.00
	Evening Express Co., advertising	31.25
	Times-Mirror Co., printing	23.60
	Citizens Water Co., water connection	72.00
	L. F. Gay, insurance	45.47
	Pauly & Calkins, insurance	45.85
	Pieper & Powell, insurance	50,80
	W. R. Phelps, 1st payment Casco St. bldg.	895.00
	Sherwood & J. 1st pyt. Amelia St. bldg	1173.00
Aug. 25.	P. D. Bell, labor	24.50
	H. B. Irey, gardener	30.00
	A. Irey, labor	12.00
	F. A. Clark, labor	30.00
	C. H. Brown, architect's fees	58.00
	J. L. Burton, architect's fees	42.06
	Reynolds & Darby, repairing tools	4.25
	R. C. Hunt, labor	5.00
	W. J. Fisher, insurance	54.00
	S. O. Houghton, insurance	45.15
	G. Bradbeer, insurance	66.65
	H. V. Van Dusen, insurance	47.00
	M. D. Tillotson, insurance	46.20
	C. Bohrer, labor	11.00
	C. J. Kubach, 3rd payment 30th St. bldg.	1060.00
	G. W. Hazard, harness repair	4.75
	Merrill & Cook, slate pencils, etc	44.45
	W. R. Phelps, 2nd payment Casco St bldg	895.00
	C. H. Axtell, labor	90.00
	Nunley & Wilkerson, labor	49.50
	C. H. Humphreys, extras 9th St. bldg	90.00
	J. W. Malone, labor	23.00
	Hammon & Co., extras Gates St. bldg	168.00
	A. E. Baker, recording deeds	10.20
	J. W. Forsyth, architect's fees	96.00
	C. G. Willman, 2nd payment Ann St. bldg	1060.00
	C. G. Willman, 1st payment 7th St. bldg.	2103.25
	C. J. Kubach, 4th payment 30th St. bldg.	2000.00
	Henry M. Christ, labor	9.00
	S. D. Savage, labor	13.50
	W. H. Wells, labor	33.25
	G. M. Smith, building inspector H. S.	50.00
	R. V. McPride, printing	12.50

	Lazarus & Melzer, lead pencils	872.00	
	J. T. Bradley, labor	36.00	
	C. M. Anslyn, 1st payment San Pedro St.	400.00	
	Merrill & Cook, blackboard erasers	200,00	
	A. E. Baker, deputy supt.	150.00	
	A. A. Henry, supt. bldgs. and repairs	115.00	
	G. Mannon, asst. supt. bldgs. and repairs	70.00	
	J. Hinton, janitor board rooms	18.80	
	R. Wankouski, clerk	30.00	
	J. L. Burton, architect's fees	94.20	
	A. W. Patton, labor	21.00	
	Sherwood & Johnson, 2nd pyt. Amelia St.	1334.68	
	O. W. Krause, insurance	42.00	
			$ 21432.75
Sept. 1.	C. H. Brown, architect's fee	61.20	
	Owens & R., bal. for moving 7th St. bldg	27.50	
	Brown & Foster, hardware supplies	30.80	
	O. W. Krause, insurance	2.40	
	P. D. Bell, labor	8.75	
	So. Cal. Lumber Co., lumber	119.10	
	H. B. Irey, gardener	30.00	
	A. Irey, labor	12.00	
	N. W. Coffman, labor.	6.00	
	F. A. Clark, labor	30.00	
	S. M. Perry, plumbing	238.50	
	A. W. Patton, labor	18.00	
	S. D. Savage, labor	36.00	
	J. T. Bradley, labor	36.00	
	Harper & Reynolds Co., hdwre. supplies..	33.09	
	J. W. Malone, labor	22.00	
	W. A. Bonynge, insurance	45.35	
	L. A. City Water Co., water connection....	16.00	
	Robertson & Allen, insurance	50.00	
	Times-Mirror Co., printing	10.90	
	C. Bohrer, labor	12.00	
	Merrill & Cook, paper supplies	256.50	
	P. Hirschfeld & Co., paper supplies	202.73	
	W. R. Phelps, 3rd payment Casco St. bldg.	895.00	
	C. G. Willman, 3rd payment Ann St. bldg.	2000.00	
Sept. 15.	S. I. Haas, architect's fee	95.40	
	T. J. Gibbs, labor	25.50	
	C. Bohrer, labor	27.00	
	S. Miller, labor	6.00	
	E. D. Blair, labor	14.00	
	G. F. McLellan, insurance	75.00	

	A. Irey, labor	12.00	
	H. B. Irey, gardener	30.00	
	A. W. Patton, labor	28.50	
	Bancroft Bros., desks	5000.00	
	W. R. Phelps, 4th payment Casco St. bldg.	893.50	
	C. G. Willman, 2nd payment 7th St. bldg.	2103.25	
	J. Maxwell, labor	13.00	
	Evening Express Co., printing	12.00	
	W. C. Furrey, hardware supplies	44.63	
	G. W. Ditch, labor	7.50	
	F. A. Clark, labor	30.00	
	Stoll & Thayer, supplies	35.70	
	Stoll & Thayer, crayon	88.00	
	S. D. Savage, labor	28.50	
	J. W. Van Horne, labor	25.50	
	Mechanics Express Co., cartage	16.80	
	R. Bell, labor	21.00	
	C. G. Willman, closets & sheds 7th St. bldg	847.50	
	C. G. Willman, extras Fremont Ave. bldg.	102.27	
	J. T. Bradley, labor	28.50	
	C. M. Anslyn, 1st payment Staunton Ave	922.50	
	E. E. Crandall, supplies	7.80	
	Brown & Foster, hardware supplies	24.95	
	J. L. Burton, architect's fees	60.50	
	W. M. Friesner, superintendent	225.00	
	A. E. Baker, deputy superintendent	150.00	
	A. A. Henry, supt. buildings and repairs	115.00	
	G. Mannon, asst. supt. bldgs. and repairs	70.00	
	J. Hinton, janitor board rooms	15.00	
	R. Wankouski, clerk	30.00	
Sept. 19.	Ayers & Lynch, engravings High School	50.00	
	G. W. Cooke & Co., paper supplies	665.94	
	C. M. Anslyn, 2nd payment San Pedro St	800.00	
			$ 16947.56
Oct. 6.	H. Jevne, soap	18.15	
	W. A. Bonynge, insurance	121.55	
	Bancroft Bros., desks	1466.30	
	Bancroft Bros., desks	3893.50	
	A. Irey, labor	14.50	
	Brown & Foster, hardware	34.63	
	Troy Laundry, washing towels	1.80	
	J. W. Van Horne, labor	42.00	
	J. P. Brock, horse-shoeing	6.00	
	N. W. Hammon, extras Gates St. bldg	30.00	
	A. E. Senseney, sewer connections	120.00	

F. A. Clark, labor	45.00
Stoll & Thayer, kindergarten material	483.97
Stoll & Thayer, pens	390.00
Stoll & Thayer, ink	105.00
Gurney Cab Co., city maps	15.00
C. A. Teal, labor	3.00
W. T. Heaton, labor	27.50
S. M. Perry, plumbing Amelia St. bldg.	192.64
S. M. Perry, supplies	55.28
S. M. Perry, plumbing 7th St. bldg	202.60
H. B. Irey, gardener	45.00
J. F. Adams, extras Ninth St. bldg	20.00
D. Munro, insurance	42.85
C. M. Anslyn, 2nd payment Staunton Ave	922.50
C. M. Anslyn, 3rd payment San Pedro St	600.00
C. M. Anslyn, 4th payment San Pedro St	600.00
Merrill & Cook, penholders	91.75
T. J. Gibbs, labor	2.00
Scriver & Quinn, paints, etc	338.10
J. T. Bradley, labor	43.50
P. Hirschfeld, paper supplies	189.40
J. Sandan, labor	2.00
S. D. Savage, labor	39.00
N. Wilkerson, labor	73.75
R. Bell, labor	13.00
A. W. Patton, labor	39.00
G. W. Ditch, labor	17.50
L. M. Wagner, clocks	230.00
Mechanics Express Co., cartage	46.40
Evening Express Co., printing	32.75
J. Bell, labor	42.00
G. W. Cooke & Co., foolscap	146.56
W. C. Furrey, hardware	119.00
C. J. Kubach, 5th payment 30th St. bldg.	1000.00
C. Bohrer, labor	40.50
Sherwood & Johnson, 3rd pymt Amelia St	1179.50
S. I. Hass, architect's fee	93.90
D. Jones, insurance	50.00
J. L. Burton, architect's fee	18.45
J. W. Forsyth, architect's fee	48.00
C. H. Brown, architect's fee	208.80
C. H. Brown, architect's fee	20.00
Sunset Telephone Co., telephones	40.00
G. W. Ditch, labor	25.00
Janitors' salaries, cleaning schoolhouses..	370.00

Oct. 20.	Harrison & Dickson, supplies	61.00	
	Harrison & Dickson, supplies	135.08	
	Pauley & Calkins, insurance	47.15	
	Pauley & Calkins, insurance	67.15	
	C. M. Anslyn, extras San Pedro St. bldg.	42.60	
	C. M. Anslyn, 3rd payment Staunton Ave	922.50	
	Southern California Lumber Co., lumber	175.17	
	Kremer, Campbell & Co., insurance	39.65	
	C. G. Willman, extras Fremont Ave. bldg.	34.08	
	W. W. Phelps, insurance	48.35	
	McCoon & Gay, insurance	56.00	
	H. B. Irey, gardener	30.00	
	Merrill & Cook, books, etc	159.20	
	G. W. Parsons, supplies	1.75	
	D. Munro, insurance	71.50	
	Ganahl Lumber Co., lumber	39.30	
	F. A. Clark, labor	27.50	
	R. Beyrle, cement basement H. S	851.00	
	Means & Hickam, moving sheds 16th St..	30.00	
	Russell & Scott, insurance	51.20	
	J. N. Preston, architect's fee	56.72	
	Southern Cal. Insurance Co., insurance...	44.40	
	C. G. Willman, extras Fremont Ave. bldg.	262.50	
	A. Peasley, stoves	420.00	
	W. R. Phelps, 4th payment Casco St. bldg.	1191.50	
	Teachers' salaries	16445.00	
	Janitors' salaries	992.50	
			$ 36359.43
Nov. 10.	F. A. Clark, labor	17.50	
	Perry Lumber Company, lumber	352.50	
	Schoder, Johnston Co., hardware supplies	25.00	
	Western Lumber Co., lumber	64.63	
	W. C. Furrey, hardware supplies	79.59	
	J. Golish, labor	14.00	
	B. F. Coulter, supplies	23.50	
	C. Laux, chemical supplies	46.10	
	G. W. Ditch, labor	25.00	
	J. T. Bradley, labor	36.00	
	Adams, Mead & Co., insurance	70.00	
	L. A. Lighting Co., gas, night school	1.40	
	Merrill & Cook, annual reports	247.50	
	Merrill & Cook, supplies	98.15	
	Times-Mirror Co., printing	34.20	
	Mechanics Express Co., cartage	30.30	
	F. A Clark, labor	11.25	

	L. A. Furniture Co., window shades.....	531.00
	J. Bell, labor.....	13.12
	J. Kimmick, labor.....	22.00
	W. Henderson, labor.....	6.80
	Troy Laundry, washing towels.....	1.50
	W. J. Brodrick, insurance.....	35.00
	P. Hirschfeld, paper supplies.....	12.00
	W. M. Friesner, stamps, etc.....	3.60
	P. L. Budinger, carriage hire for Board..	28.00
	Brown & Foster, hardware supplies.....	17.82
	A. S. Perry, electric work.....	30.00
	G. W. Ditch, labor.....	5.00
	J. H. Murphy, labor.....	19.50
	J. L. Burton, architect's fee.....	91.36
	C. M. Anslyn, extras San Pedro St. bldg.	10.00
	P. D. Bell, labor.....	3.50
	J. T. Bradley, labor.....	18.00
	A. Boeckmann, repairs on locks.....	4.20
	R. B. Shepherd, labor	7.50
	Pauly & Calkins, insurance.....	75.00
	Evening Express Co., printing.....	33.50
	J. T. Bradley, labor.....	30.00
	J. Hinton, ice.....	3.80
	N. Wilkerson, labor.....	9.00
	J. W. Van Horne, labor.....	18.00
	Stoll & Thayer, stationery.....	287.05
	P. D. Bell, labor	63.00
	Lazarus & Melzer, stationery.....	10.00
	J. W. Van Horne, labor	27.00
	Sunset Tel. Co., telephones	80.00
	C. M Anslyn, 5th pmt. San Pedro St. bldg.	800.00
	C. H. Brown, architect's fee.....	116.05
	J. L. Burton, architect's fee.....	60.51
	H. B. Irey, gardener	30.00
	So. Cal. Lumber Co., lumber.....	218.60
	J. W. Forsyth, architect's fee.....	22.00
Nov. 17.	D. R. Rozell, lumber.....	43.00
	N. D. Mayhew, kindergarten supplies.....	17.40
	G. W. Ditch, labor.....	15.00
	Merrill & Cook, stationery	68.40
	W. Budinger, horse	140.00
	Niles Pease, desks and chairs.....	460.77
	C. M. Anslyn, flag-pole San Pedro St. bldg.	30.00
	H. B. Irey, gardener	25.00
	Sherwood & J., 4th pmt. Amelia St. bldg.	1176.00

	J. Golish, labor	12.00	
	J. T. Bradley, labor	18.00	
	Harrison &. Dickson, supplies	17.17	
	Bancroft Bros., desks	687.40	
	A. Peasley, stoves	323.93	
	Ganahl Lumber Co., lumber	35.68	
	Henry & Lyndall, insurance	48.80	
	F. A. Clark, labor	15.00	
	J. W. Van Horne, labor	6.00	
	New Zealand Insurance Co., insurance	35.40	
	G. W. Hazard, harness repairs	34.50	
	A. S. Perry, electric work	19.75	
	L. A. Furniture Co., window shades	32.40	
	Harrison & Dickson, supplies	27.59	
	C. J. Kubach, 6th payment 30th St. bldg.	2321.00	
	J. F. Adams, extras 16th St. bldg	48.40	
	C. G. Willman, 4th pymt. Ann St. bldg	1164.00	
	C. G. Willman, 3rd pymt. 7th St. bldg	2003.25	
	Teachers' salaries	16827.25	
	Janitors' salaries	1101.25	
			$ 31145.81
Dec. 1.	G. W. Ditch, labor	15.00	
	J. T. Bradley, labor	24.00	
	C. J. Walter, repairing clocks	10.50	
	F. A. Clark, labor	28.75	
	G. W. Ditch, labor	13.75	
	P. D. Bell, labor	7.00	
	T. Scott, labor	23.00	
	G. P Dixon, labor	23.00	
	Mechanics Express Co., cartage	15.75	
	H. B. Irey, gardener	30.00	
	Niles Pease, furniture	255.75	
	Evening Express Company, subscription	4.55	
	Troy Laundry, washing towels	2.25	
	Bancroft Bros., furniture	2357.10	
	W. M. Friesner, telegrams	4.25	
	Brown & Foster, hardware	28.77	
	Merrill & Cook, supplies	59.15	
	Union Constr. Co., grading H. S. grounds	450.00	
	C. H. Axtel, labor	25.00	
	L. A. Furniture Co., window shades	45.00	
	J. L. Burton, architect's fee	3.15	
	C. G. Willman, 5th pymt. Ann St. bldg	2143.00	
	C. G. Willman, 4th pymt. 7th St. bldg	2103.25	
	J. L. Burton, architect's fee	44.50	

	J. N. Preston, architect's fee	19.25
	R. Beyrle, water tanks, High School	300.00
	G. G. Wickson, supplies	2.50
Dec. 15.	L. A. Furniture Co., window shades	17.60
	Harrison & Dickson, supplies	7.10
	Scriver & Quinn, supplies	142.90
	Perry Lumber Co., tables	65.50
	R. G. Lunt, insurance	37.50
	Sunset Telephone Co., telephones	80.00
	J. P. Brock, horse-shoeing	27.15
	H. Jevne, supplies	22.40
	D. R. Rozell, extras 16th St. building	49.00
	Kerckhoff-Cuzner Lumber Co., lumber	3.52
	L. A. Lighting Co., gas, night school	3.60
	So. California Lumber Co., lumber	208.10
	Allin & Snyder, insurance	87.50
	Longley & Wagner, paper supplies	5.60
	Merrill & Cook, stationery	21.30
	New Mexico Coal Co., coal	1598.00
	Stoll & Thayer, stationery	95.45
	J. T. Bradley, labor	33.00
	W. C. Furrey, hardware	103.85
	J. H. Trout, chemical supplies	11.45
	W. J. Brodrick, insurance	75.00
	Reynolds & Darby, supplies	7.85
	S. M. Perry, plumbing	35 00
	Bancroft Bros., globes, maps, etc	433.25
	Bancroft Bros., globes, maps, etc	233.00
	B. F. Coulter, towels	26.55
	P. L. Budinger, horse hire	4.50
	F. A. Clark, labor	16.25
	Evening Express Co., envelopes	24.00
	J. W. Montgomery, insurance	87.50
	G. W. Ditch, labor	10.00
	L. A. Furniture Co., chairs and shades	312.00
	A. Peasley, stoves	77.82
	J. A. Ditch, labor	33.00
	J. W. Robinson, supplies	3.00
	T. Scott, labor	8.00
	R. Beyrle, extras, High School	520.43
	J. N. Preston, architect's fee	26.20
	G. P. Dixon, labor	11.00
	W. W. Montague, water pipe	126.25
	H. B. Irey, gardener	30.00
	J. S. Haigler, grading	140.25

	Rhodes & Keese, electric work	168.00
	H. L. Pinney, sewer connection	97.75
	D. Munro, insurance	47.25
	Camp & Carillon, cement walk	193.90
	Teachers' salaries	16983.00
	Janitors' salaries	1180.00
Dec. 29.	A. Peasley, stoves	11.10
	Allin & Snyder, insurance	1.00
	Perry Lumber Co., cases for H. S	326.50
	Kremer, Campbell & Co., insurance	72.00
	B. Stead, labor	18.50
	W. A. Bonynge, insurance	5.50
	Bancroft Bros., desks	200.00
	New Mexico Coal Co., coal	188.00
	J. N. Preston, architect's fee	5.50
	J. Taylor & Co., chemical supplies	157.90
	Bancroft Bros., desks	38.60
	A. E. Senseney, labor	25.00
	G. Stevenson, labor	17.25
	H. S. Alumni, dedication of H. S	50.00
	Ben. E. Ward, insurance	62.50
	R. M. Thomson, insurance	50.00
	C. H. Libby, sewer connection	87.20
	F. A. Clark, labor	27.50
	T. J. Saunders, labor	14.00
	J. W. Montgomery, insurance	62.50
	W. J. Brodrick, insurance	2.60
	Hugh Todd, architect's fee	5.00
	Harper & Reynolds Co., hardware	89.80
	J. Golish, labor	12.00
	Merrill & Cook, supplies	5.15
	W. A. Morgan, desk	45.00
	L. A. Lime Co., supplies	6.35
	Meyberg Bros., supplies	91.50
	Citizens Water Co., water pipe	146.50
	G. W. Ditch, labor	27.50
	Niles Pease, furniture	250.20
	H. B. Irey, gardener	30.00
	Crane Co., water pipe	123.00
	Schoder-Johnston Co., hardware	200.00
	Haas, Baruch & Co., copperas	7.75
	C. H. Reed, blackboards	38.90
	M. H. Alter, thermometers	12.00
	Errors prior to 1889, corrected	127 02
		$ 34210.31

Jan. 19.	Harrison & Dickson, supplies	57.50
	Ganahl Lumber Co., lumber	45.37
	Schroeder Bros., painting	15.00
	Harper & Reynolds Co., hardware	90.70
	F. A. Clark, labor	15.00
	W. H. Morris, labor	10.50
	Bancroft Bros., desks and maps	154.75
	W. H. Morris, blackboards	55.80
	Bancroft Bros., maps	8.75
	Stoll & Thayer, stationery	3.00
	Mechanics' Express Co., cartage	15.20
	C. M. Anslyn, on acc. 4th payment Staunton Ave	230.00
	C. M. Anslyn, 4th and final payment Staunton Ave	142.50
	Sunset Telephone Co., telephones	17.35
	Sunset Telephone Co., telephones	80.00
	Haben & Philp, labor	31.00
	J. T. Bradley, labor	54.00
	Camp & Carillon, cement floor, H. S.	126.40
	S. M. Perry, plumbing	180.75
	Brown & Foster, hardware	13.75
	Troy Laundry, washing towels	190.00
	Parker & Everett, clay	15.00
	Pridham Bros., binding	21.00
	C. J. Kubach, extras, 30th St. school	82.23
	J. L. Burton, architect's fee	50.40
	J. A. Ditch, labor	45.00
	So. Cal. Lumber Co., lumber	284.40
	H. B. Irey, gardener	42.50
	Whittier-Fuller Co., tarred paper	17.00
	T. B. Long, piano tuning	3.00
	Stoll & Thayer, stationery	50.40
	S. M. Perry, plumbing	14.75
	Perry Lumber Co., kindergarten tables	34.50
	Rhodes & Keese, gong	30.00
	W. C. Furrey, hardware	46.05
	R. Beyrle, blinds	308.00
	J. Hinton, ice	3.65
	Longley & Wagner, paper supplies	1.50
	G. W. Ditch, labor	40.00
	D. Kavanaugh, plumbing	100.00
	L. A. Lighting Co., gas night school	5.80
	Teachers' salaries	17264.50
	Janitors' salaries	1195.00
		$21003

Feb. 2.	G. W. Ditch, labor	8.75
	J. T. Bradley, labor	24.00
	Perry Lumber Co., tables	6.75
	W. J. Brodrick, insurance	15.90
	H. R. Hanna, insurance	30.80
	Childs, Hicks & Montgomery, insuarance	8.00
	Kremer, Campbell & Co., insurance.	82.10
	Bancroft Bros., ink wells	94.40
	Brown & Foster, hardware	10.80
	Sunset Telephone Co., telephones	88.10
	L. A. Lighting Co., gas night & High. Sch.	80.80
	B. F. Coulter, towels	11.75
	Mechanics' Express Co., cartage .	7.35
	H. B. Irey, gardener	30.00
	Citizens' Transfer Co., freight on desks...	160.75
	M. P. Higgins, drawing stands	309.60
	G. E. Roper, wagon repair...	8.00
Feb. 16.	Z. L. Parmelee, supplies	8.00
	Perry Lumber Co., laboratory cases	279.34
	L. A. Furniture Co., furniture	175.10
	Lazarus & Melzer, stationery	1.35
	W. C. Furrey, hardware	6.00
	Longley & Wagner, paper supplies	3.00
	A. Archibald, labor	12.00
	Harrison & Dickson, supplies	16.88
	Times-Mirror Co., printing	10.25
	So. Cal. Lumber Co., lumber	79.89
	B. F. Coulter, towels	14.10
	W. M. Pearsall, directory	1.00
	H. B. Irey, gardener	30.00
	Meyberg Bros., globes	4.25
	J. H. Trout, chemicals	6.40
	Blake, Moffitt & Towne, toilet paper, H.S.	15.00
	Niles Pease, furniture	110.60
	C. F. Heinzeman, chemicals	46.90
	Crandall & Cass Co., supplies	7.20
	W. W. Phelps, insurance	157.50
	L. A. Lighting Co., fixtures	56.15
	J. P. Brock, horse shoeing	8.65
	Bancroft Bros., charts	200.00
	Perry Lumber Co., book case for H. S.	232.00
	W. W. Phelps, insurance	72.90
	Whittier-Fuller Co., paper	50
	Teachers' salaries	17419.50
	Janitors' salaries	1195.00
		$21147.31

Mar. 2.	Niles Pease, furniture	297.97	
	L. A. Lighting Co., gas High School	5.40	
	J. H. Trout, chemicals	20.80	
	Cal. Sewer Pipe Co., pipe	12.55	
	R. Beyrle, extras High School	1650.25	
	R. Beyrle, extras High School	45.00	
	M. M. Gillespi, subsc. "Evening Express"	75	
	L. A. Lighting Co., stoves	497.22	
	Troy Laundry, washing towels	1.10	
	Sunset Telephone Co., telephones	88.50	
	L. M. Wagner, clocks	96.60	
	W. C. Furrey, hardware	16.15	
	H. B. Irey, gardener	30.00	
	Meyberg Bros., supplies	23.07	
Mar. 16.	Scriver & Quinn, paints, etc	97.25	
	A. Hawvichorst, labor	10.00	
	Stoll & Thayer, supplies	69.55	
	E. T. Cook, supplies	74.21	
	A. C. Browne, keys	4.25	
	B. F. Coulter, towels	10.80	
	Harper-Reynolds Co., hardware	17.39	
	J. D. Hall, labor	18.65	
	Z. L. Parmelee, supplies	20.65	
	R. Beyrle, water tank	85.00	
	H. B. Irey, gardener	30.00	
	M. McGreal, labor	10.50	
	M. P. Higgins, drawing stands	14.40	
	Times-Mirror Co., printing	43.50	
	Stoll & Thayer, magazines	7.40	
	F. A. Salisbury, wood	12.00	
	C. Alipaz, labor	11.50	
	F. A. Clark, labor	7.50	
	S. Moffitt, labor	14.00	
	Brown & Foster, hardware	5.53	
	C. McFarland, Joyce vs. City L. A et al.	174.60	
	Teachers' salaries	17599.00	
	Janitors' salaries	1196.25	
			$22319.29
Apr. 6.	A. E. Littleboy, chemical supplies	4.05	
	Niles Pease, furniture	88.79	
	Howe Bros., plumbing	1.35	
	Stoll & Thayer, supplies	8.00	
	Sunset Telephone Co., telephones	88.00	
	E. Craft, labor	14.50	
	H. Jevne, supplies	1.10	

	L. A. Lighting Co., gas night & High Sch.	116.60	
	L. A. Lighting Co., gas night & High Sch.	50.00	
	L. A. Lighting Co., pipe	33.25	
	So. Cal. Lumber Co., lumber	79.5	
	E. T. Cook, supplies	13.33	
	Brown & Foster, hardware	2.17	
	Seymour-Johnson Co., supplies	11.80	
	W. C. Furrey, hardware	3.20	
	Ganahl Lumber Co., lumber	69.44	
	So. Cal. Lumber Co., lumber	1.25	
	Z. L. Parmelee, supplies	2.15	
	H. B. Irey, gardener	45.00	
	S. M. Perry, hose	10.00	
	C. H. Reed, blackboards	11.00	
	W. C. Furrey, hardware	15.93	
	Longley & Wagner, paper supplies	3.00	
	F. W. Braun, chemicals	11.40	
	F. W. Braun, chemicals	4.35	
	D. D. Morton, sewer connection	94.20	
	Stoll & Thayer, magazine subscriptions	26.60	
	N. D. Mayhew, supplies	1.71	
	J. P. Brock, horse shoeing	10.20	
Apr. 20.	Berkeley & Rood, kindergarten tables	32.65	
	A. Hawvichorst, labor	1.50	
	B. F. Coulter, supplies	4.80	
	Crandall & Cass Co., hardware	18.75	
	Cal. Sewer Pipe Co., pipe	6.00	
	L. T. Clemens, repairs	2.00	
	H. B. Irey, gardener	30.00	
	A. Boeckmann, keys	4.50	
	Boston Dry Goods Co., supplies	3.00	
	Milwaukee Furniture Co., chairs	15.58	
	Mechanics' Express Co., cartage	6.85	
	J. Golish, labor	2.00	
	C. Meeks, carriage hire	15.00	
	H. T. Hollingsworth, moving clock to H. S. tower	175.00	
	Teachers' salaries	17680.75	
	Janitors' salaries	1195.00	
			$20015.08
May 4.	Sunset Telephone Co., telephones	88.25	
	L. A. Lighting Co., gas night & High Sch.	67.00	
	S. C. Thompson, labor	5.00	
	H. B. Irey, gardener	30.00	
	Brown & Foster, hardware	2.45	

	W. C. Furrey, hardware	60.59	
	Longley & Wagner, paper supplies	2.00	
	P. Hirschfeld, paper supplies	36.50	
	F. C. Wolf, chemical supplies	27.80	
	L. A. Printing Co., printing	5.75	
	H. T. Hollingsworth, balance moving clock to H. S. tower	50.00	
	Rozell Bros., lumber	12.50	
	Times-Mirror Co., printing	14.00	
May 18.	E. Craft, labor	6.00	
	Scriver & Quinn, supplies	13.30	
	H. B. Irey, gardener	30.00	
	L. A. Lime Co., supplies	9.75	
	S. C. Thompson, labor	17.00	
	H. Jevne, supplies	6.90	
	G. W. Hazard, harness repairs	4.00	
	Teachers' salaries	17677.50	
	Janitors' salaries	1190.00	
			$19356.29
June 1.	Kerchoff-Cuzner Lumber Co., lumber	7.25	
	Sunset Telephone Co., telephones	88.00	
	H. B. Irey, gardener	30.00	
	J. F. Adams, brickwork H. S. steps	15.00	
	J. S. Bruner, labor	5.00	
	C. J. Walter, repairing clocks	6.00	
	Evening Express Co., advertising	5.25	
	Ayers & Lynch, advertising	6.10	
	Neuner & Mills, printing	12.50	
	H. Clement & Co., stone work H. S. steps	80.00	
June 15.	E. T. Cook, supplies	15.71	
	Times-Mirror Co., advertising	6.50	
	L. A. Lighting Co., gas night & High Sch.	43.40	
	Longley & Wagner, paper supplies	4.60	
	H. B. Irey, gardener	30.00	
	Z. L. Parmelee, supplies	8.70	
	Seymour-Johnson Co., supplies	7.25	
	Brown & Foster, supplies	5.45	
	S. M. Perry, supplies	16.10	
	So. Cal. Lumber Co., lumber	1.23	
	A. E. Littleboy, chemical supplies	31.80	
	B. F. Coulter, towels	2.21	
	Eisenhart & Kiger, printing	20.50	
	D. E. Wells, census marshal	595.00	
	H. C. Wyatt, rent theatre	64.00	
	Harmony Orchestra, music H. S. com.	28.00	

Teachers' salaries	17690.00	
Janitors' salaries	1190.00	
		$20015.55
Total receipts for 1890–91	$273595.41	
Total expenditures for 1890–91	268298.67	
Balance June 30th, 1891		5296.74

COURSE OF STUDY

KINDERGARTEN DEPARTMENT

Time—One Year

FORM—Sphere, Cube, Cylinder, Square, Oblong, Triangle, Rhomb, Rhomboid, Trapezoid, Hexagon, Octagon.

LINES AND ANGLES—Vertical, Horizontal and Oblique; Right, Acute and Oblique Angles; Parallels.

COLOR—Name and distinguished Primary and Secondary colors. Comparisons made with balls (1st Gift) and colored zephyrs.

OCCUPATIONS—Sewing mats; folding and cutting work; work with sticks and peas.

MODELING—Sphere, Cube, Cylinder and Modifications.

PRIMARY DEPARTMENT

Time for Each Class—One-Half Year (18 Weeks)

FIRST YEAR—B CLASS.

READING AND SPELLING—Oral lessons from chart and blackboard. First Reader may be used at the discretion of the teacher. Word, phonic and sentence methods combined. Begin with simplest words, names of familiar objects. Period I.—Select words from the first 17 lessons of First Reader. Period II.—Select words to page 26. Use the word frames, having pupils build all new words in the lesson, each day, with as many in review as possible. Have children write words on slates or ruled paper as soon as they are able. Endeavor from the first to impress children that the words MEAN something.

NUMBERS—1. Numbers taught in connection with lessons on form and in connection with other observation lessons. Certain groupings grasped at sight, without counting by ones, e. g., the legs and wings of animals; the petals of flowers; the sides and corners of the cube, etc.

2. Building and separating numbers with objects, to six. Use ideas of the State Primary Number Lessons, to lesson 19.

FIRST YEAR—A CLASS.

READING AND SPELLING—California State First Reader to page 46. Drill in elementary sounds at each lesson. Pronounce words at head of lesson and in lesson several times before allowing pupils to study or read. Have pupils make very short and simple sentences containing the words in their lessons. See that they read the script as well as the print. Review frequently and have each lesson well read before passing it. Have one or more read the entire lesson at each recitation, sometimes coming forward and facing the class. Spell words in lessons, both by sound and by letter, giving special

attention to articulation, pronunciation and marks. Supplementary reading.

NUMBERS—Build numbers with objects to ten, inclusive, by grouping them (1) in equal parts, (2) in unequal parts. Separate numbers in the same way. Use cubes, squares, triangles, etc. Do same work with figures. Teach meaning and use of -|-, —, and = signs. Use ideas of State Primary Number Lessons, to lesson 41.

FIRST YEAR—A AND B CLASSES.

WRITING—Use long pencils and require pupils to sit erect and hold pencils correctly and naturally, from the beginning. Give light writing and show pupils how to move the fingers. Do not let them write too long at a time. The hand has a rounded appearance when the pen is properly held. Allow no writing with the left hand. Give much practice to the straight line, left and right curves, and principles, except the fourth. Give short words as you do letters, naming the lines, giving but one at a time. Illustrate on the blackboard in spaces ruled to correspond with slates and paper. Write each pupil's name and paste in front of his reader for constant reference.

LANGUAGE—See Oral and Observation Lessons. Have the pupils tell in their own language what they have observed and investigated. Read and tell simple stories and have them reproduced by the children. Have stories written from pictures. Correct all faulty expressions. Full statements required in conversation and recitation. Teach pupils to recognize capital letters, the period, and question mark. Have them construct short sentences containing words selected from charts, readers, and natural history work.

DRAWING—Bradfield's Drawing Book No. 1. National Blank Book. Dictation exercises. Drawing on blackboards. Drawing from objects.

ORAL AND OBSERVATION LESSONS:—

Zoology.—Lessons on common mammals:—e. g., cat, dog, horse, cow, rat, squirrel. Characteristic parts of these animasl

dwelt upon as a basis of classification. Talk about their habits, place where they live, their food, how they eat it, etc. Stories illustrative of habits of these and other mammals.

Botany.—Lessons on common plants. By planting seeds in the presence of the class, let pupils detect development of root, stem and leaf. (Plant seeds in sponge, in a piece of cloth over glass of water, in sawdust, etc). Study fruit, especially the orange.

Physiology.—The head, trunk and limbs. Hygiene of skin, teeth and nails; bathing.

In observation lessons, have the real object before the pupils where possible.

Color, Form and Modeling taught in connection with the above work.

MORALS AND MANNERS—Enforce habits of cleanliness, neatness and obedience to parents. Tell simple stories to illustrate honesty, truthfulness and kindness. Tell what is, and what is not, proper behavior on playground, the streets, and at home. Teach a few short maxims, have pupils repeat them in concert, and as soon as they are able, write them. Cowdery's Moral Lessons and Gow's Morals and Manners for reference. In this and in all higher grades it should be constantly borne in mind that true education is character building. Give lessons on cruelty to children and animals.

PHYSICAL EXERCISE—Three times daily, or when the children are weary or inattentive. Open windows during the exercises; close them immediately afterwards. For illustration, see Mason's Physical Exercise. Endeavor to infuse animation, to make the children enjoy it. Secure good time in movements. Do not permit noisiness.

MUSIC—Practice the scale. Teach half a dozen easy and suitable songs. Try to secure correct time and good tone from the first. Fifteen minutes daily. Loomis' First Music Reader, for reference.

SECOND YEAR—B CLASS.

READING AND SPELLING—First Reader, from page 46 to 77. Same general methods as in first year. Have pupils tell substance of each lesson in their own language. Talk and tell stories about it, and use every effort to make them see that the reading has a meaning, and to be able to express the meaning in a clear and natural way.

Pay attention to proper positions; pupils to stand erect on both feet, with book held well up in the left hand. Practice sight-reading occasionally—something very easy. Teach the diacritical marks and sounds as they occur in the reader. Have the words at the head of each reading lesson written on slates or ruled paper, as well as spelled orally and by sound. Examine the work of each pupil, and require careless work to be re-written. Spell common words used in conversation and recitation as they occur. Dictate sentences from reading lessons, or original ones containing same words, to be written, very slowly at first, and increase speed and quantity as fast as progress justifies. Maxims memorized. Carefully chosen selections of poetry recited.

NUMBERS—1. From One to Ten, inclusive. All combinations, using objects (1) without figures, (2) with figures.

Teach ½, ⅓, and ¼ of numbers not greater than ten, objectively. Coins to ten cents; pint, quart; inch. Use all ideas of the State Primary Number Lessons, to lesson 48.

2. From One to Twenty, inclusive. Special work on addition and subtraction, using all ideas to lesson 61 of State Primary Number Lessons. Part-taking to 1-fifth, inclusive. Coins continued. Pint, quart, gallon; inch, foot, yard.

Hailmann's Primary Methods for reference.

SECOND YEAR—A CLASS.

READING AND SPELLING—First Reader completed. Other work and instructions same as B Class. Spell words from the reading lessons and the most common words used in conversation. Study the vocabulary of the child, and make this the

basis of much of the work, in spelling. Teach sounds and diacritical marks.

NUMBERS—1. From One to Twenty, inclusive. Adding, subtracting, multiplying, and dividing with objects (1) without figures, (2) with figures. Use ideas of state-book to lesson 68. Part-taking to fifth, with numerators other than one. Count by 2's and 3's to 20, beginning with 0, 1, 2, 3. Pint, quart, peck. Continuing other work of previous class.

2. From One to One Hundred. (In addition and subtraction). Continue all work of 1st period.

Hailmann's Primary Methods for reference.

SECOND YEAR—A AND B CLASSES.

SUPPLEMENTARY READING—Cats and Dogs—Johonnot.

WRITING—Review principles, small letters, and capitals. Have pupils re-write careless and incorrect writing. Begin each lesson with a movement exercise, and see that every pupil is in position and holding pen properly. Write only where lines are ruled to gauge relative height of letters. P. D. and S. Copy Book, No. 2½.

LANGUAGE—Continue as in first year, making oral and observation lessons a basis of language lessons. Have pupils write short stories about their observations in natural history. Write from pictures and read before the class. Strive to secure original and good expression. Fill eliptical sentences. Copy paragraphs from reader and read them. Call attention to words mispronounced and incorrect expressions of any kind used by children at any time; correct them impressively, without trying to give reasons. Correct use of *am* and *are*, *is* and *are*, *was* and *were*, *has* and *have*. Teach use of capitals, period, and question mark, and to recognize other marks of punctuation used in the reader.

DRAWING—Bradfield's Drawing Book, No. 2. National Blank Book. Dictation exercises. Drawing on blackboard. Drawing from objects.

ORAL AND OBSERVATION LESSONS:—

Zoology—Lessons on mammals continued. Compare the teeth of common mammals. Adaptation of different kinds of teeth to different kinds of food recognized. Using specimens or good pictures of mammals, study comparison of limbs, thus teaching the *idea* of homology. Develop idea of classification. Have pupils distinguish between carnivores, ungulates and rodents. Talk briefly about monkeys, kangaroos, etc., as very different forms of mammals.

Botany—Continue work of the first year. Leaves of familiar plants recognized and named. Shapes of leaves. Parts of leaf, blade, petiole, stipules. Margin. Entire, notched. Leaf consists of frame-work, pulp, skin. Venation: Compare leaves of different plants, as regards above particulars. Arrangement of leaves on the stem. Uses of leaves. Require pupils to draw and describe leaves of many plants.

Physiology—Continue work of first year. Necessity of proper mastication; of pure air, etc. Importance of correct attitude. Warn against crooked backs. Pathfinder No. 1, to page 27.

In connection with observation lessons, continue to teach *Color*, *Form*, and *Modeling*.

MORALS AND MANNERS—Same as first year. Insist upon neatness in work as well as in person. Require politeness to teachers and schoolmates. Teach simple rules of health. A few more maxims. Make use of little incidents that occur in the school room and upon the playground, involving the question of right and wrong, to impress the moral virtues. Reference books same as first year.

PHYSICAL EXERCISES—Same as in first year.

MUSIC—Fifteen minutes daily. Teach five or six new songs. Continue practice of scale. Require pupils to sit or stand erect. Suppress boisterous singing. Loomis' First Music Reader for reference.

THIRD YEAR—B CLASS.

READING AND SPELLING—California State Second Reader,

to page 53. Words at head of lesson to be repeatedly pronounced, and their meaning clearly explained before such lesson is read or studied. Require pupils to make sentences containing such words, thus making a valuable language lesson of the reading. Give special drill on words hard to pronounce, or commonly mispronounced, but do not stop the pupil in the middle of a paragraph. Continue drill in elementary sounds and diacritical marks as found in the reader. Aim to infuse animation by your example; this will go far to secure good expression, both of voice and face, and to break up the bad habits of hesitating and repeating. Frequent exercises in sight-reading, requiring the pupils to come forward and face the class, will do much to incite them to effort and inspire them with confidence. Pupils to read selections silently and afterwards give the thought orally. Short selections learned and recited once each month. Do all work found in the reader. Spelling same as in first and second years, but much more of the writing from dictation may be required, both from readers and original sentences containing words used in oral lessons and common talk. Spell by sounds. Pupils should know all sounds and marks.

NUMBERS—From One to One Hundred, inclusive. Adding, subtracting, multiplying, and dividing. No multiplier or divisor greater than 12 required. Use all ideas in State Primary Number Lessons, to lesson 87. Part-taking to 8-eighths. Coins continued. Quart, peck, bushel; inch, foot, yard; hour, day, week, month, year; dozen. Simple business transactions frequently. Much practice in addition.

THIRD YEAR—A CLASS.

READING AND SPELLING—Second Reader from page 53 to 102. Other work and instructions same as B Class.

NUMBERS—From One to One Thousand, inclusive. Adding, subtracting, multiplying, and dividing. No multiplier or divisor greater than 12 required. Special drill in complements of 100. Continued practice on sets of factors occurring in the multiplication table. Part-taking to 12-twelfths. Units prev-

iously studied. Second, minute, week, year; ounce, pound. Time of day by the clock.

THIRD YEAR—A AND B CLASSES.

SUPPLEMENTARY READING—Feathers and Fur—Johonnot.

WRITING—Review as in second year. Give much practice on whole arm and forearm movement as directed by the special teacher. P. D. and S. Copy Book, No. 3½.

LANGUAGE—Write and give orally substance of oral lessons in geography and natural history. Require reproduction of stories told or read at previous times. Proper use of capitals, periods, and interrogation points. Distinguish nouns, verbs, adjectives, and adverbs. No definitions. Continue careful correction of common errors in speech, and the writing of sentences containing certain words. Correct use of *this* and *that*, *these* and *those*. Use the different forms of *who*, in questions. Write letters, with attention to beginning, closing, and the address. State Language Lessons to Lesson 49 for reference.

DRAWING—Bradfield's Drawing Book, No. 3. National Blank Book. Dictation exercises. Drawing on blackboard. Object drawing.

ORAL AND OBSERVATION LESSONS:—

Zoology—Review. Study feet of carnivores, ungulates, and rodents. Lessons on common birds; duck, hen, hawk. Let pupils compare these with each other and with mammals. Compare feet and bills, show adaptation and classify. Talk on instincts of birds. Lessons on common insects—division of body. Collect cocoons.

Botany—Lessons on flowers. Select plants with perfect and somewhat conspicuous flowers. Teach rows of parts on stem and holder. Special study of parts. Kinds of flowers, simple and odd. Way flowers grow on plants. (1) stem, (2) no stems, (3) alone, (4) in bunches, (5) on sides, (6) at end. Let pupils draw parts and describe. Cut open the ovary in large flowers and show the ovules. Develop idea that the parts of a flower are altered leaves.

Physiology—Instructions on alcohol and narcotics. Pathfinder No. 1, to page 79.

Geography—Observation of natural features of land; of productions; of soils, gravel, sand, loam, rocks.

In observation lessons, teach *Form*, *Color*, *and Modeling*.

MORALS AND MANNERS—Same as first and second years.

PHYSICAL EXERCISE—Two or three times daily. Care should be taken to secure good air in the room during the exercises, and to shut off draughts when through. Give breathing exercises. Aim at variety and strive against listlessness. Try to make these exercises such that pupils will ask for them.

MUSIC—Teach whole, half, and quarter notes, with corresponding rests. Read notes by letters and syllables. Ask questions on what has been taught. Loomis' First Music Reader, fifteen minutes daily.

FOURTH YEAR—B CLASS.

READING AND SPELLING—Second Reader from page 102 to page 147. Pupils may be taught and called upon to give synonyms for words in the lessons. Occasional concert reading of paragraphs that have been thoroughly taught may be practiced. Silent reading. Often call upon pupils to read some instructive story to the class, make them feel it an honor, and use all your ingenuity in awakening an interest. Have pupils repeat after you, in concert, short sentences suitable for cultivating inflection and modulation and general voice training. Drill in all vowel and consonant sounds not already learned. Short selections committed to memory and recited each mouth. Quotations learned.

Spell from Reader and other text books. Spell by letters, by sound, and in writing, using spelling blanks and pencils. Give attention to diacritic marks and silent letters. Pay special attention to neatness.

NUMBERS—Continue all work of third year, with special drill on the sets of factors occurring in the multiplication tables. Writing and reading integers. Continue practice in addition

and subtraction of integers—sums and minuends not to exceed one million. Units of measure previously studied. Divide by all numbers to 12 inclusive, by short division, and multiply by all numbers to 12 inclusive, as one operation. Multiplication and long division, the multiplier and divisor not to exceed two figures. Cover work up to page 141, of Primary Number Lessons.

LANGUAGE—Reproduction, oral and written. Make observation lessons the basis of this work. After several oral lessons in an analysis or examination of plants, etc., have the pupils write compositions illustrated by their own drawings of the parts studied.

Continue work of distinguishing nouns, pronouns, verbs, adverbs and adjectives.

Give careful attention to spelling, writing capital letters, and punctuation. State Language Lessons from Lesson 49 to 74.

GEOGRAPHY—I. The earth as a whole; its shape, surface and general conditions, as studied with a globe. Natural features (1) by observation, (2) by modeling board, pictures, etc. Use of compass: direction, distance, and position. Study maps of county and city. Lessons on local history.

II. General study from globe and maps. Hemispheres. continents, grand divisions, oceans, and large islands; their relative position and size. Study map of the State. Use modeling board for main features of the surface. Read books treating of geographical subjects.

FOURTH YEAR—A CLASS.

READING AND SPELLING—Second Reader, from page 147 to 193. Other work and instruction same as B Class.

NUMBERS—State Primary Number Lessons, beginning with page 141. Continue all the work of the B Fourth Class. Factoring numbers below 100. Add and subtract simple mixed numbers $2\frac{1}{2}$, $3\frac{1}{3}$, etc. Simple examples in multiplying and dividing fractions by whole numbers, as $\frac{1}{2} \times 6$: $\frac{4}{3} \div 2$, etc. Write and read three decimal places (tenths, hundredths, thousandths): their relations to units and to one another.

Addition and subtraction of decimals to and including thousands; and of U. S. money. Ten times, one hundred times, and one thousand times integers and decimals. The units of long, of liquid and of dry measure reviewed. Measuring distances, and length, width, and height or depth. Simple bills.

LANGUAGE—Reproduce stories. Have children give the results of their own investigations in natural history, in composition form, illustrated by their own drawings. *Train for originality of expression.* See Powell's "How to Write," Part II.

Give attention to spelling, penmanship, capitals, and pronunciation. Distinguish parts of speech. Exercise pupils in letter writing, with careful attention to the beginning, closing, and address. State Language Lessons from Lesson 74 to Part II.

GEOGRAPHY—Globe and map study, locating our country. Cross section of our country, illustrated with sand or on the blackboard. Position of Pacific Slope. Study Pacific Slope. (Consult Elementary Geography, covering main points of the work from page 60 to 88.) Modeling in sand and clay. Review lessons on the globe.

FOURTH YEAR—A AND B CLASSES.

SUPPLEMENTARY READING—Wings and Fins—Johonnot.

WRITING—P. D. and S. Copy Book, No. 4. Practice arm movements. Require correct position and enforce neatness. Have careless work rewritten.

DRAWING—Free-hand Drawing Books, Nos. 5 and 6. Dictation exercises. Bradfield's Drawing Book, No. 4. First Lessons in Design—with circle. Drawing on blackboards. Drawing from objects.

ORAL AND OBSERVATION LESSONS:—

Zoology—Review lessons on birds. Branch Vertebrates. Class—Birds. General characteristics. Comparison of feet. Orders—Waders, swimmers, runners. Continue with insects. Metamorphesis.

Botany—Review. Pistil of the flower develops into fruit. Fruits. Seeds. Different kinds of stems; woody and herbaceous, exogenous and endogenous. Distinguish deciduous and evergreen trees.

Physiology—Finish Pathfinder No. 1.

MORALS AND MANNERS—Tell suitable stories, repeat maxims, insist upon general neatness, pure and chaste language; use works of reference recommended for first, second and third years.

PHYSICAL EXERCISE—Same as in former years.

MUSIC—Review what has been taught. Explain the staff. Teach names and relative value of different notes and rests. Practice beating time. Loomis' First Music Reader, fifteen minutes daily.

FIFTH YEAR—B CLASS.

READING AND SPELLING—Second Reader from page 193 to 238. Require pupils to write all new words, with synonyms and definitions, to be read and criticised as a part of the recitation. Each pupil should have a dictionary, and be taught how to use it. Require them to produce the subject matter of all pieces read. Have the lesson read once through, substituting for principal words synonyms of brief definitions. Practice freely the concert exercise of short sentences for training the voice, requiring your rendering to be closely imitated. Sight-reading, as often as practicable, from suitable periodicals or books. Pupils should be able to read an ordinary newspaper with readiness and intelligence. Try to make all recitations pleasant, by varying their character and avoiding monotony. Silent reading. Spell all new words in reader and other text books. Spelling contests occasionally. Word lessons in articulation, pronunciation, diacritical marks, and sounds. Spelling blanks, using pen and ink.

ARITHMETIC—California Advanced Arithmetic to page 67. Subjects: Notation, Numeration, Addition, Subtraction, Multiplication, Division, and Factors. Much work on blackboard,

giving simple test examples not found in book. Review work with fractions. Simple concrete problems in common fractions, oral and at sight. Multiplication and division of decimals to and including thousandths; and of U. S. money. Units of square measure, of avoirdupois weight, and of time. Frequent mental exercises, original and from book. Daily drill in rapid addition.

LANGUAGE—First 20 lessons of Part II, California State Language Lessons. Letter writing. See "Observation Lessons" for material in composition work. Stories from American history told by the teacher, or read by the pupils, and made the subjects for composition.

GEOGRAPHY—State Elementary Geography. I. From page 32 to 60. II. From page 60 to 95. Supplement work in each period by reading geographical stories: World by the Fireside; Zigzag Journeys in the Occident, etc.

Production and climate maps; maps of river-systems and mountain-systems. Profile and outline maps. Let drawings be rapid sketches rather than elaborate work. Modeling in sand and clay.

FIFTH YEAR—A CLASS.

READING AND SPELLING—Second Reader completed. Other work and instructions same as B Class.

ARITHMETIC—Advanced Arithmetic, from page 67 to 97. Subjects: Multiples and Common Fractions. Much work on blackboard, giving simple test examples not found in book. Review simple operations in decimals. Units previously studied reviewed. Measure distances and dimensions, and find areas of rectangles, orally. Frequent mental exercises, original and from the book. Daily drill in rapid addition. Reviews.

LANGUAGE—Complete State Language Lessons, Part II. Letter writing and compositions. Authors' days observed and quotations learned.

GEOGRAPHY—Complete the Elementary Book as follows: Period I. South America and Europe. Period II. Asia, Africa.

and Oceanica. Review. Draw maps and supplement work as in B 5. See list of books for Supplementary Reading in the State Text Book.

FIFTH YEAR—A AND B CLASSES.

SUPPLEMENTARY READING—Flyers, Creepers and Swimmers; Stories of Our Country—Johonnot.

WRITING—P. D. and S. Copy Book, No. 12. Continue drill in elements, small and capital letters, and practice of movement. Require the pupils' best and neatest work.

DRAWING—Free-hand Books, Nos. 7 and 8. Bradfield's Drawing Book, No. 5. Dictation. Fine drawing. Blackboard drawing. Exercise in designing. Drawing from objects.

ORAL AND OBSERVATION LESSONS:—

Zoology—Continue study of typical forms of bird-life, as waders, swimmers, runners, scratchers, perchers, climbers, and seizers. Continue work with insects. Let pupils observe, compare, and describe.

Botany—Study roots. The plant as a whole. Annuals and perennials. Continue comparison of different specimens. Write descriptions. See Powell's "How to Write." Outline page 200.

Physiology—Instruction on alcohol and tobacco. The human skeleton. Pathfinder No. 2 to page 57.

MORALS AND MANNERS—Conversational lessons on politeness and rules of deportment at home and in public places. Illustrate by common incidents of noticeably good or bad behavior. Keep neatness prominent in person, desk, books, papers, etc. Same reference as in lower grades.

PHYSICAL EXERCISE—Twice a day. Consult Mason's or other suitable book on Physical Exercise for forms. May allow a pupil to lead. Secure animation.

MUSIC—Loomis' Second Music Reader. Simple two-part songs and easy rounds. Count and beat time. Practice intervals. Fifteen minutes daily.

GRAMMAR DEPARTMENT

SIXTH YEAR—B CLASS.

READING AND SPELLING—California State Third Reader to page 91. Encourage pupils to make free use of dictionaries. Pay special attention to the character of each selection, adapting the style of reading to the sentiment of the piece. Occasional concert reading of choice selections. Continue elocutionary drill in modulation, inflection, enunciation, and emphasis. Words in text books, especially geography, to be spelled. Spelling contests with other classes of same grade recommended—by sound, by letter, and in writing, with silent letters and sounds marked.

ARITHMETIC—From page 97 to 128. Subjects: Common Fractions, Decimal Fractions, Bills and Long Measure. Contracted and last five short methods at option of teacher. Units previously studied. The units of solid measure. Measure the dimensions and find the volume of cubes, and other rectangular solids, orally. Develop idea of percentage. Rapid addition daily. Reviews.

GRAMMAR—California State Grammar, Part I, to Lesson 40. Particular attention given to composition (1) on Observation Lessons, (2) on Geographical Subjects, (3) on subjects treated of, in supplementary reading, etc. Letter writing continued.

GEOGRAPHY—Harper's School Geography, commenced at page 24 and studied to page 53 by outlines, as follows: Period I. United States and map, New England, and Middle Atlantic States. Period II. South Atlantic, South Central, and North Central States. Draw map of North Central States. Direct

pupils in the use of the library to supplement the work of both periods.

Sunny South (Butterworth) and Zigzag Journeys recommended.

SIXTH YEAR—A CLASS.

READING AND SPELLING—Third Reader, from page 91 to 172. Other work and instructions same as B Class.

ARITHMETIC—From page 128 to 154. Subjects: Surface, Cubic, Liquid, Circular, and Time Measure; Avoirdupois and Troy Weights; Longitude and Time. Easy oral work in percentage. Parts of numbers, fractionally, decimally, as per cent, and as aliquot parts. Rapid addition daily. Reviews.

GRAMMAR—State Grammar to Lesson 67. Letter writing continued. Composition as in B 6. Review.

GEOGRAPHY—Study from page 53 to 86, the following, by outlines: Period I. West Central States, States of the Plains, and Highland States. Draw maps of the West Central and States of the Plains—northern division, and the Highland-Pacific States. Period II. Dominion of Canada, Mexico, Central America, South America, and review. Supplementary reading, as Boy Travellers (Knox), Tales out of School (Stockton).

SIXTH YEAR—A AND B CLASSES.

SUPPLEMENTARY READING—Claws and Hoofs; Stories of Other Lands—Johonnot.

WRITING—P. D. and S. Copy Book, No. 11. Correct position, penholding and neat work.

DRAWING—Free-hand, Books 8 and 9. Bradfield's Drawing Book, No. 6. Dictation, limiting time. Drawing on blackboard. Designing with square. Drawing from objects.

ORAL AND OBSERVATION LESSONS:—

Zoology—Review. Branch Vertebrata. Teach characteristics of the two classes—Reptiles; Amphibia, metamorphosis of Amphibia.

Characteristics possessed in common by mammals, birds, reptiles, amphibia. Let pupils observe, compare, and describe. Branch Arthropoda. Class—Insecta; characteristics. Study differences of two orders; diptera and orthoptera. Fly and grasshopper. Each pupil should have a specimen.

Continue work with insects and classify those studied. Coleoptera and Lepidoptera. Special study of beetle, butterfly, and silk worm. Draw, dissect, mount and describe. Reference—Colton's Zoology, Holder's Zoology.

Botany—Review. Distinguish between exogenous and endogenous plants. Application to plants in hand of all the terms that have been used. Continue comparison of different specimens.

Physiology—Cover work from page 57 to 109, Pathfinder No. 2.

MORALS AND MANNERS—Energy, activity, directness of purpose, self-reliance, preserverance and endurance, as contributing to success in life; apply them to the performance of school duties. Show the evil effects of want of energy, indecision, laxity of purpose, Same reference books as before.

PHYSICAL EXERCISE—Twice a day, as in fifth year.

MUSIC—Loomis' Third Music Reader. Practice sight singing in all the keys. Fifteen minutes daily.

SEVENTH YEAR—B CLASS.

READING AND SPELLING—Selected lessons from the Third Reader. Pupils in this grade should learn something of the author of every piece studied. Appoint certain ones from day to day to find out and report to the class something more of the authors than the book gives—having them bring in and read suitable selections from their writings. Make the developing and training of voices the object of frequent and suitable exercise. The training of pupils in reciting "declamations" may profitably be made a part of regular lessons in reading. care being taken in the selections. Use dictionaries freely. Special attention to words in geography and history for spell-

ing. Inter-class contests, once or twice each term, recommended, on same conditions as in sixth year. Mark sounds and silent letters.

ARITHMETIC—From page 154 to 185. Subjects: Denominate Numbers, U. S. Money, Analysis, Partnership, Percentage. Omit Proportion. Rapid addition daily. Reviews.

GRAMMAR—State Grammar, from Lesson 67 to 118. Write compositions and letters. Review.

GEOGRAPHY—From page 86 to 119, the following by outlines: Period I, Europe and Asia. Period II, Oceanica, Africa, and review. Draw maps of Europe and Africa.

For supplementary work, read such books as Boy Travellers; Our New Way Round the World (Coffin), Voyage in the "Sunbeam" (Brassey), In Darkest Africa (Stanley).

SEVENTH YEAR—A CLASS.

READING AND SPELLING—Selected lessons from the Third Reader. Other work and instruction same as B Class.

ARITHMETIC—From page 185 to 204. Subjects: Profit and Loss, Commission, Insurance, Taxes, Duties, Stocks, Proportion. Rapid addition daily. Reviews.

GRAMMAR—State Grammar, from Lesson 118 to 162. Write compositions and letters.

GEOGRAPHY—Period I. The first 24 pages of the book. Special Geography of California by outline, as far as Forests. Period II. California finished. A general review with special attention to the United States. Draw map of California.

For Supplementary Reading — Stories of Persons and Places in America (H. A. Smith); Great Cities of Modern World (H. A. Smith); Boy Travelers, Etc.

SEVENTH YEAR—A AND B CLASSES.

SUPPLEMENTARY READING—Read from several Histories of U. S., *Colonial Period*, Old Times in the Colonies, and the Story of Liberty (Coffin), Stories of Olden Times—Johonnot,

WRITING—P. D. and S. Copy Book, No. 7. Grade Pupils on careful, painstaking work.

DRAWING—Free-hand, Books Nos. 10 and 11. Bradfield's Book No. 7 and American Blank Drawing Book. Lessons in in design. Blackboard drawing. Dictation. Drawing from objects.

ORAL AND OBSERVATION LESSONS:—

Zoology—Review work of previous year, adding a class not already studied. Continue work with insects, Coleoptera and Lepidoptera. Special study of beetle, butterfly and silk worm. Draw, dissect and describe. Reference, Colton's Zoology; Holder's Zoology.

Botany—Same as sixth year.

Physiology—Respiration and circulation. Cover Work from page 108 to 165, in Pathfinder No. 2.

MORALS AND MANNERS—Lessons on the rights of property, duties of citizenship, respect for authority, respect for age, filial obedience. Take advantage of current incidents of daily news to impress a lesson in good manners or morality upon your pupils. Same reference books as before.

PHYSICAL EXERCISE—Arm movements and breathing exercises, as directed in Swett's School Elocution.

MUSIC—Loomis' Third Music Reader.

EIGHTH YEAR—B CLASS.

READING AND SPELLING—Selected lessons from the Third Reader. Pursue same general plan as in seventh year. Do not allow trashy selections to be recited or read.

ARITHMETIC—From page 204 to 246. Subjects: Interest, Partial Payments, Compound Interest, Accounts, Square and Cube Roots. Omit "Average of Payments" and "Average." Rapid addition daily. Reviews.

GRAMMAR—From Lesson 175 to 221. Write compositions and letters. Review.

U. S. HISTORY—State Series from chapter XIV to XXIV.

EIGHTH YEAR—A CLASS.

READING AND SPELLING—Complete Third Reader and follow instructions for B Class and seventh year. The spelling of words in history, physiology, zoology, and botany, to be made a part of each recitation, and these words specially used in the "contests," which are advised, as in the lower grades. Mark sounds and silent letters.

ARITHMETIC—Complete the book with a general review, including omitted subjects.

GRAMMAR—Complete the book. Study chapter VII, previously omitted. Punctuation, letter writing, composition, and review.

U. S. HISTORY—Finish the book.

EIGHTH YEAR—A AND B CLASSES.

SUPPLEMENTARY READING—Johonnot's Ten Great Events in History. Irving's Sketch Book.

WRITING—P. D. and S. Copy Book, Nos. 7, 10, or Book of Alphabets as directed by the special teacher.

DRAWING—Free-hand Drawing, Books 11 and 12, and Bradfield's Drawing Book No. 8. Lessons in designing from natural objects. Dictation exercises. Drawing on blackboard. Drawing from objects.

ORAL AND OBSERVATION LESSONS:—

Zoology—Vertebrates reviewed. Mollusks and radiates. Typical forms of insect life. Insects injurious to California fruit trees.

Botany—Five new specimens analyzed, drawn, and pressed. Plants useful in art. Medicinal plants.

Physiology—Nervous system. Complete Pathfinder No. 2.

MORALS AND MANNERS—Adapt any of the suggestions to

lower grades on this subject that are suitable for your class. Give an occassional earnest talk (no set speeches), remembering that illustrations and facts are better than theories. Gow's Morals and Manners and Cowdery's Moral Lessons for reference.

PHYSICAL EXERCISE—Same as seventh year.

MUSIC—Loomis' Third Music Reader.

CONDENSED COURSE OF STUDY.

Text Books.	Periods.	PRIMARY GRADES.										GRAMMAR GRADES.					
		First.		Second.		Third.		Fourth.		Fifth.		Sixth.		Seventh.		Eighth.	
Class.....	....	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
First Reader, California State Series	1	.....	.....	53	104	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	2	.....	46	77	end	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Second Reader, California State Series	1	.....	.....	.....	.....	29	80	123	170	216	263	.....	.....	.....	.....	.....	.....
	2	.....	.....	.....	.....	53	102	147	193	238	end	.....	.....	.....	.....	.....	.....
Third Reader, California State Series.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	50	131	.....	.....	.....	.....
	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9:	172	Selections		Selections	
Primary Arithmetic, Calif. State Series ...	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	2	.....	.....	.....	.....	.....	.....	141	end	.....	.....	.....	.....	.....	.....	.....	.....
Advanced Arithmetic, Calif. State Series	1	.....	.....	.....	.....	.....	.....	.....	.....	43	82	113	143	168	194	221	259
	2	.....	.....	.....	.....	.....	.....	.....	.....	67	97	128	154	185	204	246	end
Language Lessons, California State Series	1	.....	.....	.....	.....	.....	.....	50	.....	109	140	.....	.....	.....	.....	.....	.....
	2	.....	.....	.....	.....	.....	.....	60	80	123	end	.....	.....	.....	.....	.....	.....
Grammar, California State Series..	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	106	153	216	260
	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	42	84	134	176	237	end
U. S. History, California State Series.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	98-179	303
	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	246	end
Elementary Geography, Calif. State Series	1	.....	.....	.....	.....	.....	.....	.....	.....	32-60	115	.....	.....	.....	.....	.....	.....
	2	.....	.....	.....	.....	.....	.....	.....	.....	95	end	.....	.....	.....	.....	.....	.....
Harper's School Geography	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	24-44	64	110	24Cal	.....	.....
	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	53	86	119	Cal	.....	.....
Music Reader, Loomis'.....	No.	.....	.....	.....	.....	1	1	1	1	2	2	3	3	3	3	3	3
Copy Book, (P. D. & S.).....	No.	.....	.....	2½	2½	3½	3½	4	4	12	12	11	11	7	7	7	or10
Bradfield's Drawing Book	No.	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8
Free-hand Drawing Book.....	.....	.....	.....	.....	.....	.....	.....	5	6	7	8	8	9	10	11	11	12

HIGH SCHOOL CURRICULUM—With Number of Recitations per Week.

	SCIENTIFIC	RECITATIONS B	RECITATIONS A	LITERARY	RECITATIONS B	RECITATIONS A	CLASSICAL	RECITATIONS B	RECITATIONS A
Ninth Year	Elementary Geometry	5	4	Elementary Geometry	5	4	Elementary Geometry	5	4
	English	4	5	English	4	5	English	4	5
	Physiology	4		Physiology	4		Physiology	4	
	Physical Geography	5		Latin	5	4	Latin	5	4
	Book-keeping and Arithmetic		5	Book-keeping and Arithmetic		5	Book-keeping and Arithmetic		5
	Zoology		4	Entomology	1		Entomology	1	
	Drawing, books 13 and 14	2	2	Drawing	2	2	Drawing	2	2
Junior Year	Algebra	5	4	Algebra	5	4	Algebra	5	4.
	English	9	5	English	9	5	English	9	
	Botany	4		Latin	5	5	Latin	5	5
	Physics		5	Grecian History		4	Grecian History		4
	Grecian History (optional)		4	Drawing	2	2	Greek		5
	Drawing, book 16 (objects)	2	2				Drawing	2	2
Middle Year	Geometry	5	5	Geometry	5	5	Geometry	5	5
	English, 1½ Semesters	5	5	English, 1½ Semesters	5	5	English (with B class)		5
	Physics	4		Latin	5	4	Latin	5	4
	Chemistry		4	Chemistry, ½ Semester		4	Roman History	4	
	Ancient History	2		Roman History	4		Greek	5	5
	Modern History		5	Modern History		5	Drawing	2	2
	Drawing, book 17 (light, shade, shadow)	2	2	Drawing	2	2			
Senior Year	Algebra	5		Algebra	5		Algebra	5	
	Solid Geometry or Trigonometry		4	Solid Geometry, Trigonometry or Astronomy (optional)		4	English		5
	English	5	5	English	5	5	Latin	5	5
	Chemistry	4		Chemistry	4		Government of U. S		4
	Astronomy		4	Latin	5	5	Greek	4	5
	Government of U. S	4		Government of U. S		4	Astronomy or Chemistry (optional)	4	
	Political Economy		1	Political Economy (optional)		1	Drawing	2	2
	Reviews			Drawing	2	2			
	Drawing, book 18 (perspective)	2	2						

MISCELLANEOUS.

I. *Election of Course*—On entering the high school, a regular course must be elected. A change may be made only at middle of junior year, unless in exceptional cases upon satisfactory reasons set forth in writing by parents or guardians.

II. No pupil shall be admitted to any class of the High School who has not completed the full work of one course in the preceding grades, or an equivalent. Those who find class requirements too severe may spend three semesters doing the work of two.

III. *Graduation*–Pupils are graduated upon satisfactory completion of any regular course. In each class the seven pupils having the highest standing in deportment and in scholarship for entire course will have the honor of speaking in the commencement exercises.

IV. *Rhetorical Exercises*—All pupils are active members of the "Star and Crescent Literary Society." Every regular graduate who has commendably fulfilled his society duties is publicly presented with a gold star and crescent pin, which admits him to the Alumni Association.

V. *Admission to College*—Graduates are at present admitted, on principal's recommendation, without examination, to all courses of the State University at Berkeley ; to Leland Stanford Jr. University ; also to Smith and Wellesley Colleges.

TEXT BOOKS IN HIGH SCHOOL.

Childs' Essentials of Book-Keeping.
Hill's Lessons in Geometry.

Wentworth's Elements of Algebra; Plane and Solid Geometry; Plane Trigonometry.
Kellogg's Rhetoric.
Ginn's Plutarch's Lives.
Rolfe's Lady of the Lake; Lay of the Last Minstrel; Merchant of Venice; Julius Cæsar.
Lovell's Alhambra; Newcomes, Vols. I and II.
Clark and Maynard's (English Classics) Sir Roger de Coverly.
Houghton, Mifflin & Co.'s Riverside Evangeline; Snow Bound; Vision of Sir Launfal.
Macmillan's Burke, Vol. I.
Hawthorne's Tanglewood Tales.
Clarendon Press Comus.
Hales' Longer English Poems.
Meiklejohn's English Literature.
Outlines of Mediæval and Modern History—Myers.
Ancient History for Colleges and High Schools—Myers & Allen.
Hutchison's Physiology.
Maury's Physical Geography.
Cooke's Practical Entomology.
Gray's Field, Forest and Garden Botany.
Gage's Introduction to Physical Science.
William's Introduction to Chemical Science.
Sharpless & Phillips' Astronomy.
Collar & Daniell's Beginner's Latin Book.
Allen & Greenough's Latin Grammar; Cæsar; Cicero; Greenough's Virgil.
Collar's Latin Prose Composition.
Leighton's New Greek Lessons.
Goodwin's Greek Grammar; Xenophon's Anabasis.
Keep's Homer's Illiad.
Jones' Exercises in Greek Prose Composition.
Blake's Homer's Lexicon.
Bartholomew's Drawing Books.
American Blank Drawing Book.

AN OUTLINE

OF THE

COURSE IN ENGLISH

IN

LOS ANGELES HIGH SCHOOL.

Arranged for four years work, each term presupposing thorough knowledge of previous work.

B NINTH.

I. *Literature and Expression*—Plutarch's Lives. Substance of text in pupil's own language, oral and written. Anecdotes from supplementary reading. Short sketches of various characters, introducing outside material. Reading of Dickens' Christmas Carol, or selections from Longfellow.

II. *Reading*—Attention to position, enunciation, expression.

III. *Dictionary Work*—Diacritical marks, rules for pronunciation. Exercises on words frequently mispronounced, or misspelled. Spelling of proper names.

IV. *Grammar*—Attention to capitals, punctuation, margins, headings and general appearance. Short sentences, clearness and simplicity required. False syntax from written exercises corrected in class.

V. *Further Composition Work*—Newspaper paragraphs on local occurrences. Letters in answer to advertisements. Descriptions of persons, fine pictures of interiors of rooms or buildings, of exteriors from observation. Composition writing constantly throughout course.

A NINTH.

I. *Literature and Expression*—Scott's Lady of the Lake. A canto read through for the story, then re-read, giving meaning of words, looking up geographical and other allusions, seeing beauty of figures, Scottish scenery, history and life. Memorizing, and weaving parts memorized into written work. In this and all subsequent reading, the life of author and his place in literature. Marked differences between poetry and prose. Transposition of verse into prose. Descriptions of scenery from poem and from nature. Short description of personages. Oral and written telling of story. Outline of each canto. Amplifications of situations by introducing imaginary details. Tales of a Grandfather for reference. Reading of Hawthorne's Tanglewood Tales.

II. *Reading*—As in B Ninth. Effort to make it pleasurable to listeners.

III. *Dictionary Work*—As in B Ninth.

IV. *Grammar*—Kellogg's Rhetoric, 30 lessons. Simple, compound, and complex sentences by analysis and synthesis. Participles and infinitives. Transposition and transformatiou of phrases and clauses. Punctuation. Order and clearness in arrangement and expression should be secured before completing the grade.

JUNIOR B.

I. *Literature and Expression* — 1. Irving's Alhambra. Discussion of meaning of unfamiliar words. Moorish and Spanish scenery, architecture, customs, legends. Talks by teacher or pupils from Conquest of Granada. Expression of one thought in as many ways as possible. Attempts to repro-

duce in style of author. Oral and written narrative and description. Reproduction of stories, giving different endings or introducing imaginary adventures. Given a group of characters to imagine stories. Imitative sketches taken from Spanish life in Southern California.

2. Longfellow's Evangeline. Shades of meaning of words. Studies in elegance and imagery. Varieties of the phrase. Scansion. Description and narratives continued. Character studies. Comparison of Acadian life with that of the Pilgrims in Courtship of Miles Standish. Comparison of Evangeline with Priscilla.

3. Whittier's Snow Bound. New England winter scenery and life. Description of different days from observation. Paraphrases. Exposition of certain passages. Special attention to rhetorical figures.

II. *Rhetoric*—Kellogg's qualities of style. Synomyms. Dictation for punctuation. Paragraphing.

Authors' birthdays observed throughout junior year. Pupils expected to read something of authors outside of class requirements, and to report on home reading.

JUNIOR A.

I. *Literature and Expression*—1. Scott's Lay of the Last Minstrel. Scottish life; historical and other side lights. Comparison with Lady of the Lake. Composition, oral and written, as before; narration, description, exposition, amplification, paraphrasing. Outline of each canto.

2. Addison's Sir Roger de Coverly. Verbal peculiarities. The sentence. Social life of the period. Character sketches. Imaginary letters in imitation of the spectator.

3. Lowell's Vision of Sir Launfal. Memorizing of large portions. Study of beauty in thought and language. Analysis of imagery, Tennyson's Holy Grail read to the class, and the two poems compared. Essays on suggested themes.

II. *Rhetoric*—Kellogg's completed. Mastery of scansion.

Letter-writing, business and social forms. Telegrams for concise wording.

MIDDLE B.

Literature and Expression—1. Shakespeare's Merchant of Venice. Training in oral dramatic reading. Prosody. Elizabethan grammar and analysis of sentences. Verbal and other peculiarities and difficulties. Imagery. Memorizing. Ability to place prominent passages. Character sketches verified by quotation. Argumentative writing based on play. Final tabulated analysis of entire plot.

2. Thackeray's Newcomes. Class discussion of home reading. Oral debates. Qualities of style. Dictation for punctuation. Phases of character developed in relations of personages to one another.

MIDDLE A.

Literature and Expression—Hales' Longer English poems, selection. Goldsmith's Traveler and Deserted Village, Cowper's Heroism and Mother's Picture, Gray's Elegy, Burns' Cotter's Saturday Night, Byron's Prisoner of Chillon, Pope's Rape of the Lock. Outlines, abstracts, paraphrases, comments on selected portions—oral and written. Quality of style. Saxon, Latin and French elements in diction, studied somewhat. Imaginary pen pictures suggested by Deserted Village. Writing of imaginary conversation at the Cotter's. One original story secured if possible. One illustrated essay or story.

During middle year each student reads at home, and writes reviews of three books, chosen, one each, from the following: Travels, history, biography, essays, poetry, and fiction. The teacher is consulted as to choice.

SENIOR B.

I. *History of Language and Literature*—Based on Meiklejohn.

II. *Literature and Expression* — 1. Critical study of Spenser's Prothalamion; Dryden's Ode for St. Cecilia's Day;

Alexander's Feast; Collins' Ode to the Passions; Gray's Progress of Poesy, Bard. Diction of all, and special study of word-derivation in Prothalamion. Reading of extracts from classic authors to accompany History of Literature. Pilgrim's Progress read at home.

2. Burke's Select Works edited by Payne, Vol. I. Historical connection, subject matter, reasoning, oratorical style. Constant practice on paraphrases and abstracts. Close arguments of American speeches, from memory.

SENIOR A.

I. *History of Literature*—Meiklejohn completed. Essays by Macaulay, Lowell, Stedman, Matthew Arnold, and others, used throughout the year for aid towards criticism. Brief survey of American literature.

II. *Literature and Expression*—1. Critical study of Burns' 'Twa Dogs; Coleridge's Ancient Mariner; Wordsworth's Ode; Intimations of Immortality; Keats' Eve of St. Agnes. Reading of extracts illustrating history of Nineteenth Century literature.

2. Shakespeare's Julius Cæsar. Historical and social setting, (Plutarch and Froude for reference). Diction. Grammar. Interpretation. Parallel passages. Development of characters. Dramatic construction. Final tabulated analysis.

3. Milton's chief minor poems — Hymn on Nativity, L'Allegro, Il Penseroso, Comus, Lycidas—thoroughly studied and enjoyed.

Commencement essays prepared during first half of this semester.

OUTLINE OF LATIN COURSE.

B NINTH.

Collar and Daniell's Beginner's Book begun.

A NINTH.

Collar and Daniell's Beginner's Book completed.
Collar's Latin Composition begun. Roman History.
Gradatim, for sight reading.

JUNIOR B.

Cæsar's Gallic War. Books II. and III.
Collar's Composition continued. Roman History.
Gradatim, for sight reading.

JUNIOR A.

Cæsar's Gallic War. Books IV. and I.
Collar's Composition continued. Roman History.
Gradatim, for sight reading.

MIDDLE B.

Cicero, Catiline, Orations I., II. and III.
Collar's Composition—Cæsar.
Cæsar, book V., for sight reading.

MIDDLE A.

Cicero, Catiline, Oration IV. Orations *pro archia poeta et pro lege manilia.*
Collar's Composition—Cicero.
Passages from other orations for sight reading.

SENIOR B.

Virgil's Æneid, books I. and II.
Collar's Composition—Cicero and other selections.

SENIOR A.

Virgil's Æneid, books III. to VI.
Eclogues, for sight reading.

Throughout the course special attention given to

1. Vocabularies.
2. The reading aloud of Latin text.
3. Dictation.
4. Reading of books bearing on the subject.

Book suggested for the following year, Becker's Gallus.

OUTLINE OF GREEK COURSE.

JUNIOR A.

Leighton's Lessons, 100 pages.
Goodwin's Greek Grammar for reference.
Mastery of grammatical forms, inflections, and the simple principles of syntax.

MIDDLE B.

Leighton's Greek Lessons completed to "Miscellaneous exercises."
Grammar continued.

MIDDLE A.

Anabasis, books I. and II. Especial attention given to *oratio obliqua* and conditional sentences. Reading at sight. Prose composition.

SENIOR B.

Anabasis, book III; Iliad, book I. Especial attention to prose composition. Structure of Homeric hexameter. Metrical accent. Pauses. Quantity. Scansion. Sight reading.

SENIOR A.

Anabasis, book IV; Iliad, book II. Prose composition continued. Choice extracts from Anabasis and Iliad memorized.

ALUMNI OF THE HIGH SCHOOL.

CLASS OF 1875.

Yda Addis (Storke)
Henry O'Melveny
Jessie Peel (Church)
Lillie Milliken (Coulter)
Addie Gates*
Henry Leck
Mary Thomas (Brown)—7

CLASS OF 1876.

Olive Gibson (Marshal)
M. Eva Myers (Waters)
Mary Chauvin*
Helen White (Caystile)—4

CLASS OF 1877.

Ella Adanis (Sippy)
Birdie Austin (West)
Fannie Bernstein (Flater)
Emma Whisler (Gillson)
Fannie Benjamin
Nannie White (Northcraft)
Nannie Strauss (Dunsmoor)
Edward Rimpau
Frank Rimpau
George Williamson
Nelson Williams
Kate Caystile (Porter)—12

CLASS OF 1878.

Betty Anderson (Lowman)
Andrew Glassell
Fannie Kalisher (Livingstone)
Lulu Ferguson (Hayes)
Abram Edelman
Albertine Haley (Pironi)
Ada Connor (Patten)
Glassell Patton
Claudina Rimpau*
Hugh Glassell—10

CLASS OF 1879.

Kate Brousseau
Arthur Bent
Jessie Overman (Collins)
Ella Gird (Lamb)
Jennie Greenbaum (Spiers)
Nettie Morey (Deming)
Mary E. Foy
Scott Chapman
George D. Howland
Carrie Smith
Charles Bell—11

*Deceased.

CLASS OF 1880.

Ada Biles (Marshall)
Albert Clapp
Sara C. Reese
Lulu Entwistle (Hinton)
Maurice Hellman
Mamie Woodworth (Woods)
Edith Hadley
Rebecca Laventhal
Nellie Curtiss (Rorick)
William Grosser
Lizzie S. Thayer
Jessie Gibson (Dunham)
Edward Meserve
Henrietta Rosson (Wood)
Robert Strauss—15

CLASS OF 1881.

Linda Austin (Heald)
William Batchelor
Josephene Dryden
Birdie Cannon (Eversole)
Herman Heinsch
Bertha Hellman (Meyberg)
Lillie Chick (Patton)
Richard Stephens
Alice Weil
Adele Condit (Bloeser)
Adele Behn
Casper Cohn
Mary A. Gilday
Belle Childs (Knox)
Theodore Savage
Evelyn Lothian (Mock)
Mattie Coffman
Harry Tibbetts
Lizzie Weston—19

CLASS OF 1882.

Elma Ball (Stewart)
John M. Averill*
Benjamin C. Bryant
Bentinck Boyd
Ella Newmark (Seligman)
Ada F. Barrows
Fred Fisher
Allie Richardson
Clara Stoltenberg
Emma Fleishman
Jeannette Lazard (Lewin)
Mabel L. Hall (Forsyth)
Hannah P. Ball (Harris)
Laura Meyer
Effie M. Baxter (Belvin)
Robert R. Dominguez
Adele O'Melveny
Margaret J. Davis (Ralphs)
Leland N. Kercheval
Lizzie Pickering (Davids)
Laura E. Thomas (Carter)
Agnes J. Wilson
Lowman Nevin—23.

*Deceased.

CLASS OF 1883.

Anna Alward (Eames)
Margaret Philipson
Emma Grebe
Belle Borton
Edward J. Harper
Anna Morrison
Josephene Dol
William A. Ryan
Lucinda Foy (Herron)
Della Baker
Edmonia Price
Mary Greene (Frost)
Minnie S. Baker
Louis Mendelson
Loretta Newell (McPeck)
Adolph Strauss—16

CLASS OF 1884.

Minnie L. Ames
John B. Frick
Gertrude Taft
Margaret L. Craig
Herman Kerckhoff
Albert G. Lang
Nellie Weston
Pearl Kent (McClain)
Edward D. Milner
Charles P. Bragg
Amanda Mathews
Guy O. Rose
Florence Potts
Eva Byram
Rudolph C. Heinsch
Helen M. Thornton (Beebe)
Annie S. Field
Alice C. Fitch
Harry H. Mayberry
Jessie Yarnell
Ella Lechler (Leslie)
George J. Philbin
Ben P. Coulter
C. J. Mueller (Waldenfels)
David Edelman—25

CLASS OF 1885.

Ada E. Baxter (Bryant)
Clinton A. Bradley
Minnie S. Moody
H. N. Beckett (Trefethen)
Jesse D. Burks
Lillie A. Newell (Kimball)
M. A. Hamilton (Harper)
Anna L. Hazeltine (Clark)
Charles Lantz
Marian Otis
May McLellan
Thomas E. Rowan
T. Berry Boal
Alice C. Miller
Ina M. Baxter
Edward R. Bradley
Caroline A. Mueller
Lulu L. Frick (Pierce)
Arthur C. Harper
Leslie R. Hewitt
Mary Ogden (Ryan)
Camilla Hellman
Edward Railton
Ellen Reavis
Ella Stoltenberg
N. L. Tibbetts (Cooper)—26

CLASS OF 1886

Jennie Frankenfield
Frank A. Garbutt
Daisy D. Vogel (Curler)
Meta Potts
Carl Kurtz
Homer P. Earl
Edith C. Speedy
Maggie E. Thomson
Dollie Hodgman (Harndon)
Will N. Hisey
Will D. Byram
Lulu Snook
Herman Lichtenberger
Charles Forman
Percy Schumacher—15

CLASS OF 1887.

Katie Bottomes (Rarden)
Marco Hellman
Florence Riley
Victorine Dol
Moses G. Norton
Maggie Shields
Amelia Gassen
William H. Waste
Samuel T. Curson
Hattie Perkins (Marchant)
Mary Desmond
Marco I. W. Helman
Antonie Schwannecke
Birdie Dunkleberger
Carl G. Packard
John A. Brewer
Mary L. Hays
Henry P. Wilson
Thomas J. Foster—19

CLASS OF 1888.

Abbie V. Denny (Taggart)
Mary H. Gilmore
Adda F. Gish
Emma M. Haines
Estella Haines
Miranda Jacobus
Hattie M. LaDow
John N. Halter*
Walter R. Hanna
Leonhard G. Hilpert
Barton H. Marquis
Edward L. Mayberry
Daniel C. Mulock
Edward S. Pauly
Winfred J. Sanborn
Walter S. Sanders
Leonard F. Shepard
William W. Weller—18

*Deceased.

CLASS OF 1889.

Carrie M. Arnold
George B. Beebe
Ellen A. Booth
Durell Draper
Asbery M. Foster*
George L. Goldsworthy
Burton E. Green
Walter F. Haas
A. Stevens Halsted
Mary Haskins
Samuel M. Haskins
Flora G. Howes
Agnes Jacobus
Annie I. Johnson
Samuel McKinlay, Jr.
Ira More, Jr.
Walter L. Newton
Laura C. Noyes
John S. Perry
Cora A. Reavis
Fred A. Stephenson
William I. Stewart
Florence A. Stull
Edwin C. Van Dyke
Henry S. Van Dyke
Henry S. Williams—26

CLASS OF 1890.

Anna D. Austin
Russ Avery
Xora Avery
Bertha Borchers
Robert N. Frick
Jonathan M. Gilmore
Luther H. Green
Henry Hay
Gertrude Henderson
May C. Holland
Grace Hubbard
Letha M. Lewis
Mary Mansfeld
Edna Marsh
Norman R. Martin
Thomas P. McCrea
Walter C. Miller
Charlotte W. Pinkham
Frank D. Stephenson
Clarence W. Stevens
Alexander M. Tuthill
Thomas R. Warren—22

CLASS OF 1891.

Isabel F. Ardito
William H. Booth
Joseph F. Bumiller
Belle Cooper
Cora M. Cass
George F. Doty
Eugene Pitcher
H. Franklin Sheldon
Albert Sherer
William W. Stephens
Maude S. Tufts
Berton E. Vickrey
Sadie A. Whitehead—13.

Total 281.

*Deceased.

EXTRACTS FROM THE STATE SCHOOL LAW

SECTION 1521. *Tenth*—State educational diplomas may be issued to such persons only as have held for one year, and still hold in full force and effect, a first grade, a grammar grade, or high school, city, or county, or city and county certificate, and who shall furnish satisfactory evidence of having been successfully engaged in teaching for at least five years. Every application for an educational diploma must be accompanied by a certified copy of a resolution adopted by a City or County Board of Education, recommending that the same be granted. Said recommendation shall set forth specifically the places where, and the dates between which, the applicant was taught; and the applicant shall make affidavit to such specific statements to the State Board of Education. The term "five years" shall be construed to mean five years of not less than seven months each; that is, the applicant must have taught a part of each year for five years—not necessarily consecutive years—and in all thirty-five months, of which at least twenty-one months must have been in the public schools of California.

Eleventh—Life diplomas may be issued upon all and the same conditions as educational diplomas, except that the applicant must furnish satisfactory evidence of having been successfully engaged in teaching for at least ten years. Ten years shall be construed to mean ten years of not less than seven months each; that is, the applicant must have taught some part of each year for ten years—not necessarily consecutive years—and in all seventy months, of which at least three years, or twenty-one months, must have been in the public schools of California.

SEC. 1543. *Seventh*—Upon the order of the County Board of Education, the County Superintendent shall issue temporary certificates, valid until the next regular meeting of the County Board of Education, to persons holding certificates of like grade granted in other counties, cities, or cities and counties, or upon any certificates or diplomas upon which County Boards are empowered to grant certificates without examination, as specified in section 1775; provided, that no person shall be entitled to receive such temporary certificates more than once.

SEC. 1550. The Deputy School Superintendent of any city, or city and county, having over thirty thousand inhabitants, may receive such compensation as the Board of Education thereof prescribes, payable in the same manner and out of the same fund as the Superintendent of Schools thereof is paid.

SEC. 1617. The powers and duties of Trustees of school districts, and of Boards of Education in cities, are:

Seventh—To employ the teachers, and, excepting in incorporated cities having Boards of Education, immediately notify the Superintendent of Schools, in writing, of such employment, naming the grade of certificate held by the teacher employed; also, to employ janitors and other employes of schools; to fix and order paid their compensation, unless the same be otherwise prescribed by law; provided, that no Board of Trustees shall enter into any contract with such employes to extend beyond the thirtieth day of June next ensuing.

Ninth—To exclude from schools children under six years of age; provided, that in cities and towns in which the kindergarten has been adopted, or may hereafter be adopted, as a part of the public primary schools, children may be admitted to such kindergarten classes at the age of four years.

Sixteenth—On or before the first day of May in each year to appoint a School Census Marshal, and notify the Superintendent of Schools thereof; provided, that in cities the appointment shall be subject to the approval of the City Superintendent of Schools.

SEC. 1619. The Boards of Trustees and City Boards of Education must maintain all the schools established by them for

an equal length of time during the year, and, as far as practicable, with equal rights and privileges.

SEC. 1620. Writing and drawing paper, pens, ink, blackboards, blackboard rubbers, crayons, and lead and slate pencils, and other necessary supplies for the use of schools, must be furnished, under the direction of the City Boards of Education and Boards of Trustees, and charges therefor must be audited and paid as other claims against the School Fund of their districts are audited and paid. The following supplies shall be provided by the District Clerk under the provisions of section one thousand, six hundred and fifty-one of the Political Code, on the written requisition of the teachers, viz.: clocks, brooms, dusting brushes, washbasins, water buckets, tin cups, dustpans, matches, ink, ink bottles, pens, penholders, pencils, crayon chalk, writing and drawing paper, hand bells, coal buckets or wood boxes, shovels, pokers, *soap*, towels, thermometers, door mats, and scrapers.

SEC. 1621. The Boards of Trustees and City Boards of Education must use school moneys received from the State and County apportionments exclusively for the support of schools for that school year, until at least an eight months' school has been maintained; if, at the end of any year during which an eight months' school has been maintained, there is an unexpended balance, it may be used for the payment of claims against the district outstanding, or it may be used for the year succeeding. Any balance remaining on hand at the end of any school year in which school has not been maintained eight months, shall be re-apportioned by the Superintendent of Schools as other moneys are apportioned.

SEC. 1622. Boards of Trustees may use the County school moneys for any of the purposes authorized by this Chapter, but all State school moneys must, except the ten per cent. reserved for district school library purposes, be applied exclusively for the payment of teachers of primary and grammar schools.

SEC. 1524. If any Board of Trustees, or City Board of Education, fail to appoint a Census Marshal at the proper time, and through such failure the district is omitted in the appor-

tionment of school moneys, the Trustees or members of the City Board of Education are jointly and severally personally liable to the district for the full amount which the district would have received but for such failure; and the amount may be recovered in an action brought by any citizen of such district or city in the name of and for the benefit of the district or city.

SEC. 1662. Every school, unless otherwise provided by law, must be opened for the admission of all children between six and twenty-one years of age residing in the district, and the Board of Trustees, or City Board of Education, have power to admit adults and children not residing in the district, whenever good reasons exist therefor. Trustees shall have the power to exclude children of filthy or vicious habits, or children suffering from contagious or infectious diseases, and also to establish separate schools for children of Mongolian or Chinese descent. When such separate schools are established, Chinese or Mongolian children must not be admitted into any other school; provided, that in cities and towns in which the kindergarten has been adopted, or may hereafter be adopted, as part of the public primary schools, children may be admitted to such kindergarten classes at the age of four years.

SEC. 1663. All schools, unless otherwise provided by law, must be divided into primary and grammar grades.

SEC. 1667. Instruction must be given in all grades of school and in all classes during the entire school course, in manners and morals, and upon the nature of alcoholic drinks and narcotics and their effects upon the human system.

SEC. 1672. No publication of a sectarian, partisan, or denominational character must be used or distributed in any school, or be made a part of any school library; nor must any sectarian or denominational doctrine be taught therein. Any school district, town or city, the officers of which knowingly allow any schools to be taught in violation to these provisions, forfeits all right to any State or County apportionment of school moneys; and upon satisfactory evidence of such violation, the Superintendent of Public Instruction and School Superinten-

dent must withhold both State and County apportionments.

SEC. 1673. No school must be continued in session more than six hours a day, and no pupil under eight years of age must be kept in school more than four hours per day. Any violation of the provisions of this section must be treated in the same manner as the violation of the provisions of the preceding section.

SEC. 1696. *First*—Every teacher in the public schools must, before assuming charge of a school, file his or her certificate with the County Superintendent.

Fourth—Every teacher must hold pupils to a strict account for disorderly conduct on the way to and from school, on the playgrounds, or during recess; suspend, for good cause, any pupil in the school, and report such suspension to the Board of Trustees or City Board of Education for review. If such action is not sustained by them, the teacher may appeal to the County Superintendent, whose decision shall be final.

SEC. 1697. A school month is construed and taken to be twenty school days, or four weeks of five school days each.

SEC. 1702. It shall be the duty of all teachers to endeavor to impress upon the minds of the pupils the principles of morality, truth, justice and patriotism; to teach them to avoid idleness, profanity and falsehood; to instruct them in the principles of a free government, and to train them up to a true comprehension of the rights, duties and dignity of American citizenship.

SEC. 1704. No person is eligible to teach in any public school in this State, or to receive a certificate to teach, who has not attained the age of eighteen years.

SEC. 1714. In cities not divided into school districts the Library Fund consists of the sum of fifty dollars for every one thousand children between the ages of five and seventeen years, annually taken from the State School Fund apportioned to the city.

SEC. 1715. Libraries are under the control of the Board of Trustees or City Board of Education, and must be kept, when practicable, in the school houses.

SEC. 1771. County Boards of Education have power:

Third—To grant certificates of three grades, valid throughout the county, except as provided in section seventeen hundred and seventy-five, as follows:

1. High School: valid for six years, authorizing the holder to teach in any high school, grammar grade, or primary school; provided, that holders of grammar school course certificates shall be entitled to receive high school certificates in lieu thereof.

2. Grammar grade: valid for three years, authorizing the holder to teach any grammar grade or primary school.

3. Primary: valid for two years, authorizing the holder to teach any primary school. Also, to grant special certificates, valid for three years, which shall entitle the holder to teach such special branches as may be required by City or County Boards of Education.

Ninth—All examination papers shall be kept on file in the office of the Superintendent of Schools for at least one year, and shall be open for the inspection of the applicant or his authorized agent.

SEC. 1772. Applicants for primary County certificates shall be required to pass an examination only in arithmetic, grammar, geography, composition, history of the United States, orthography, defining, penmanship, reading, methods of teaching, school law, industrial drawing, physiology, entomology, civil government, elementary book-keeping and vocal music.

SEC. 1775. The Board may also, without examination, grant County certificates, and fix the grade thereof, to the holders of life diplomas, California, Nevada, and Oregon State Educational diplomas, California State Normal School diplomas, San Francisco Normal class diplomas, when recommended by the Superintendent of Public Schools, California State University diplomas, when recommended by the Faculty of the University, and State Normal School diplomas of other states, and high school and grammar grade certificates of other counties in California; and may also without examination, renew unexpired certificates previously granted in their county; such

renewed or indorsed certificates to remain valid for the same length of time for which new certificates may be granted, and the certificates issued, renewed, or indorsed by the County Board of Education shall entitle the holder thereof to teach in any city or school district of the County, except in incorporated cities having Boards of Examination, in grades corresponding to the grades of their certificates; County Boards of Education must issue certificates upon the blank forms prepared and distributed by the Superintendent of Public Instruction.

SEC. 1858. *First*—The School Superintendent of each County must ascertain the number of teachers each district is entitled to, by calculating one teacher for every seventy school census children between the ages of five and seventeen years, or fraction thereof, of not less than twenty school census children, as shown by the next preceding school census.

Third—Five hundred dollars shall be apportioned to each district for every teacher assigned to it.

SEC. 1861. The State School Fund, excepting as otherwise provided in this Chapter, must be used for no other purpose than the payment of teachers of primary and grammar schools.

SEC. 1867. Any parent, guardian, or other person who shall insult or abuse any teacher in the presence of the school shall be guilty of a misdemeanor, and be liable to a fine of not less than ten nor exceeding one hundred dollars.

SEC. 1868. Any person who shall wilfully disturb any public school, or any public school meeting, shall be guilty of a misdemeanor, and liable to a fine of not less than ten nor more than one hundred dollars.

SEC. 1873. Every officer, including Secretaries and Assistant Secretaries of Boards of Education, charged with the performance of duties under the provisions of this Chapter, may administer and certify oaths relating to officers or official matters concerning public schools.

SEC. 1874. *Second*—No change of text-books must be made at any other time than in the months of May or June of the year in which the change is made, and no changes shall be

made to take effect till the begining of the school term commencing after the thirtieth day of June of that year.

SEC. 1876. No School Trustee or member of any board of Education must be interested in any contract made by the Board of which he is a member; and any contract made in violation of this provision is void.

SEC. 1879. Any County Board of Supervisors, or any City Council, or any duly authorized committee thereof, may investigate the conduct of any member of a County, or City, or City and County Board of Education, or school officer, or employe, who may be charged with malfeasance in office, and in such capacity shall be entitled to the process of the courts to compel the attendance of witnesses; and the officer who shall preside at such investigation shall have power to administer all necessary oaths.

SEC. 52. *Fourth*—The residence of the father during his life, and after his death the residence of the mother while she remains unmarried, is the residence of the unmarried minor child.

SEC. 58. Every elector is eligible to the office for which he is an elector, except where otherwise specially provided; and no person is eligible who is not such an elector.

SEC. 654. Every parent, guardian, or other person who upbraids, insults, or abuses any teacher of the public schools, in the presence or hearing of a pupil thereof, is guilty of a misdemeanor.

EXTRACTS FROM THE CITY CHARTER.

ARTICLE VII.

EDUCATIONAL DEPARTMENT.

SECTION 69. The government of the School Department of the city shall be vested in a Board of Education, to consist of *nine persons* to be elected as herein provided, to be called members of the Board of Education, who shall serve without salary.

SEC. 70. The Board of Education shall elect one of their number President, and shall hold regular meetings at least once in each month, and special meetings at such times as shall be determined by a rule of said Board. A majority of all the members shall constitute a quorum for the transaction of business, but a smaller number may adjourn from time to time. The Board may determine the rules of its proceedings. Its sessions shall be public, and its records shall be open to public inspection. The Board shall fill all vacancies occurring in that body until the next general municipal election.

SEC. 71. The Board of Education succeeds to all the property rights and obligations of the Board of Education of the City of Los Angeles heretofore existing, and it shall have sole power:

1. To establish and maintain public schools, including High Schools, to change, consolidate and discontinue the same, and to establish school districts, and to fix and alter the boundaries thereof.

2. To appoint or employ, or dismiss the City School Superintendent, a Deputy Superintendent, a Clerk, and such teachers, janitors and School Census Marshals, mechanics, laborers, and other employes as may be necessary to carry into effect the powers and duties of the Board, to fix, alter, and allow

their salaries or wages, and to withhold, for good and sufficient cause, the whole or any part of the salary or wages of any person or persons employed as aforesaid.

3. To make, establish and enforce all necessary and proper rules and regulations for the government of public schools, the teachers thereof, pupils therein, and for carrying into effect the laws relating to education ; also to establish and regulate the grades of schools, and determine what text-books, course of study, and mode of instruction should be used in said schools.

4. To provide for the school department fuel and lights, water, blanks, blank books, printing and stationery ; and to incur such other incidental expenses as may be deemed necessary by said Board.

5. To build, alter, repair, rent and provide school houses, and to furnish them with proper school furniture, apparatus and appliances, and to insure against fire any and all such school property.

6. To take and to hold in fee, or otherwise, in trust for the city, any and all real estate and personal property that may have been acquired, or may hereafter be acquired, for the use and benefit of the public schools of the city ; and to sell or exchange and to lease any of such property ; provided, that the proceeds of any such sale or exchange shall be exclusively applied to the purchase of other lots, or the erection of school houses.

7. To grade, fence and improve all school lots, and in front thereof to grade, sewer, or pave, and repair the streets. and to construct and repair sidewalks.

8. To sue for any and all property belonging to or claimed by the said Board of Education, and to prosecute and defend all actions at law or in equity, necessary to recover and maintain the full enjoyment and possession of said property, and to require the services of the City Attorney free of charge in all such cases.

9. To determine annually the amount of money required for the support of the public schools, and for carrying into effect all the provisions of law in reference thereto ; and in pur-

suance of this provision, the Board shall, on or before the fifteenth day of July of each year, submit in writing to the City Council a careful estimate of the whole amount of money to be received from the State and County, and the amount required from the city for the above purposes, and the City Council shall in each year, fix the percentage of taxes to be levied and collected for school purposes; provided, that the amount to be thus levied for school purposes shall not exceed twenty cents on each one hundred dollars' valuation upon the assessment roll, and that when collected it shall be paid into the School Fund.

10. To establish regulations for the just and equitable disbursement of all moneys belonging to the School Fund.

11. To examine and approve, in whole or in part, in the manner provided in section 212, every demand payable out of the School Fund, or to reject any such demand for good cause.

12. To discharge all legal incumbrances now existing, or which may hereafter exist, upon any school property.

13. To prohibit any child under six years of age from attending the public schools.

14. In its discretion to establish kindergarten schools for the instruction of children between the ages of five and six years, and industrial or manual training schools or departments.

15. To receive and manage property or money acquired by bequest or donation in trust for the benefit of any school, educational purpose, or school property.

16. And generally to do and perform such other acts as may be necessary and proper to carry into force and effect the powers conferred on said Board, and to increase the efficiency of the public schools in said city.

SEC. 72. All contracts for building shall be given to the lowest bidder therefor, offering adequate security, to be determined by the Board after due public notice, published for not less than ten days in the official newspaper of the city. It shall be the duty of the Board to furnish all necessary supplies for the public schools. All supplies, books, stationery, fuel, printing, goods, material, merchandise, repairing and every other article or thing supplied to or done for the public schools,

or any of them, when the expenditure to be incurred on account of such matter may exceed five hundred dollars, shall be done or furnished by contract, let to the lowest bidder after like public advertisement; provided, that the Board of Education may reject any and all bids under this section.

SEC. 73. Any member of the Board of Education, officer, or other person officially connected with the School Department, or drawing a salary from the Board of Education, who, while connected or drawing such salary upon investigation by the Board of Education shall be found to be interested either directly or indirectly in, or to have gained any advantage or benefits from any contract, payments under which have been or are to be made in whole or in part from moneys derived from the School Fund, or raised by taxation or otherwise for the support of the public schools, shall forfeit his office, and the Board of Education shall thereupon declare such office vacant.

SEC. 74. The Board of Education shall, before the 30th day of June of each year, fix a schedule of salaries for teachers and employes of the School Department, to take effect on the first day of July following, and to remain in force during one year.

SCHOOL SUPERINTENDENT.

SEC. 75. The Superintendent, with the approval of the Board of Education, may, for good and sufficient cause, provisionally suspend any teacher employed in the public schools of the city, until the next meeting of the Board of Education. It shall be the duty of the Superintendent to report to the Board of Education annually, and at such other times as it may require, all matters pertaining to the expenditures, income and condition and progress of the public schools of said city during preceding year, with such recommendations as he may deem proper; to visit each school at least once a month; to observe, and cause to be observed, such general rules for the regulation, government and instruction of the schools as may be established by the Board; to recommend to the Board the dismissal of teachers, stating the reasons therefor; to attend all sessions

of the Board, and inform it at each session of the condition of the public schools, school houses, school fund, and other matters connected therewith, and recommend such measures as he may deem necessary for the advancement of education in the city ; and to acquaint himself with all the laws, rules and regulations governing the public schools in said city, and the judicial decisions thereon, and give advice connected with public schools, gratuitously, to officers, teachers, pupils, and their parents and guardians.

SCHOOL FUND.

SEC. 76. The School Fund shall consist of all moneys received from the State School Fund and County School Fund, and all moneys arising from taxes which shall be levied annually by the City Council of the city for school purposes ; of all moneys arising from the sale, rent, or exchange of any of the school property, and of such other moneys as may, from any source whatever, be paid into any School Fund. The School Fund shall be separate and distinct from all other moneys, and shall only be used for school purposes under the provisions of this charter. If, at the end of any fiscal year, any surplus remains in the School Fund, such surplus money shall be carried forward to the School Fund for the next fiscal year, and shall not be, for any purpose whatever, diverted or withdrawn from said fund, except under the provisions of this charter.

SEC. 77. The said School Fund shall be used and applied by said Board of Education for the following purposes, to-wit :

1. For the payment of the salaries or wages of the Superintendent, Deputy Superintendent, Clerk, teachers, janitors, School Census Marshals, and other persons who may be employed by said Board.

2. For the erection, alteration, repairs, rent, and furnishing of school houses.

3. For the purchase money or rent of any real or personal property purchased or leased by said Board.

4. For the insurance of all school property.

5. For the discharge of all legal incumbrances on any school property.

6. For lighting the school rooms and the offices and rooms of the Superintendent and Board of Education.

7. For supplying the schools with fuel, water, apparatus, blanks, blank books and necessary school appliances, together with books for indigent children.

8. For supplying books, printing and stationery for the use of the Superintendent and Board of Education, and for the incidental expenses of the Department.

9. For grading and improving all school lots, and for grading, sewering, planking, or paving and repairing streets, and constructing and repairing sidewalks in front thereof.

SEC. 78. All demands authorized by this article shall be paid by the City Treasurer from the School Fund; provided, that the said Board shall not have power to contract any debts or liabilities, in any form whatsoever, against said city, in contravention of this article, or exceeding in any year the income and revenue provided for the School Fund for such year; but this provision shall not be construed to prevent the incurring of indebtedness for permanent improvements to be liquidated by the proceeds of municipal bonds issued by the City of Los Angeles in accordance with the general laws of the State for the purpose of defraying the cost of such permanent improvements.

SEC. 79. It shall be the duty of the Auditor of the County of Los Angeles, upon the first Monday in each month, and at such other times as he may deem proper, to certify in duplicate to the Superintendent of Schools of such County, the amount of School moneys at that time in the County Treasury, and the amount received during the previous month. The County Superintendent shall, upon the receipt of such certificates, indorse upon one of them the amount of such moneys to which the public schools of the city are entitled. The certificates so indorsed shall be at once returned to said Auditor, who shall direct upon the same the County Treasurer to pay the sum

designated upon such certificate to the Treasurer of the city for the use of the School Fund thereof.

SEC. 80. The Treasurer of said County shall thereupon pay to the Treasurer of said city the sum directed by the Auditor as above provided; and when said moneys are placed in the City School Fund, they shall be used in precisely the same manner as moneys raised by city school taxes in the city; provided, that the entire revenue derived by the city from the State School Fund and the State School Tax Fund shall be applied by said Board of Education exclusively to the support of primary and grammar schools.

ARTICLE XIII.

INFECTIOUS DISEASES.

SEC. 128. The Health Officer shall report to the Superintendent of the Public Schools the names and residence of every person sick of typhus, ship or yellow fever, Asiatic cholera, smallpox, leprosy, diphtheria or scarlet fever, he may deem dangerous to the public health; and it shall be the duty of the Superintendent of Public Schools when so notified of the residence of any person sick of any of the diseases enumerated, to refuse admittance to the public schools to any member of a family, one or more of whose inmates are sick of any of the aforesaid diseases; provided, that the parties excluded shall be readmitted upon presenting a certificate from the Health Officer that there is no longer any danger from contagion.

ARTICLE XXI.

CLAIMS AND DEMANDS.

SEC. 212. All demands payable out of the School Fund must, before they can be approved by the City Auditor, or paid, be previously approved by the Board of Education, by a vote of six members thereof taken with the ayes and noes and spread on the minutes, and the action of said Board indorsed on said demand and signed by the presiding officer and Clerk thereof. After the approval of said demands they shall be delivered to the City Auditor, who shall have the same powers

and perform the same duties in reference to demands payable out of the School Fund as is provided for in other demands; provided, that in case the City Auditor shall reject any such demand, or if in his opinion said demand should be paid only in part, he shall return the same to the Board of Education instead of the Council.

SEC. 214. Any demand returned to the Board of Education or the Board of Directors of the Los Angeles Public Library, with the objection of the City Auditor, shall again be considered by such Board, and if such demand be again approved as required in the first instance, such objection of the City Auditor shall be thereby overruled.

RULES AND REGULATIONS

OF THE

BOARD OF EDUCATION

OF THE

CITY OF LOS ANGELES.

DUTIES OF THE SUPERINTENDENT.

1. The Superintendent shall be the executive officer of the Board of Education, and shall have a general supervision of all the public schools of the city. It shall be his duty:

2. To comply with all the provisions of section 75 of the City Charter.

3. To make and enforce such regulations as he may deem conducive to the best interests of the schools, subject to the approval of, and not in conflict with the general rules of the Board.

4. To visit each of the schools of the city as often as his other duties will permit, and give attention to organization, discipline and instruction. To direct the teachers from time to time to make such changes, not contrary to adopted rules, as shall seem best calculated to give greater efficiency to the schools.

5. To call such teachers' meetings, general or special, as he may deem necessary for the purpose of giving instruction or direction to the teachers in the discharge of their duties, for the discussion of methods of teaching and systems of school government, and to secure uniformity in grade work and in discipline of the schools.

6. To see that the school registers are properly kept, and

reports made by the teachers and principals with care, neatness and uniformity.

7. To keep himself informed in regard to the school systems of other cities, their plan of organization, modes of government, methods of instruction, and such other matters as may assist the Board to legislate wisely for the highest interests of the schools, and for this purpose to exchange reports with other School Boards.

8. To fill all vacancies occasioned by the temporary absence of regular teachers, from the list of regularly elected substitutes; and to make such other temporary arrangements relative to the schools as he may deem proper, and report the same to the Board at its next meeting.

9. To prescribe the rules for the semi-annual promotions, and to direct such special examinations as he may deem proper.

10. To devise a system of blanks for reports and instruct the teachers in the proper mode of using them. These blanks shall be used to keep parents informed of the attendance, scholarship and deportment of their children, and to secure the co-operation of parents with teachers.

11. To suspend from school any pupil whose conduct or character is such as to injure the reputation of the school, or whose parents wilfully neglect or refuse to co-operate with the Superintendent or teacher in carrying out the regulations of the school, or encourage their children to violate the regulations of the school, and to report his action to the Board at their next meeting.

12. To keep regular office hours every week day, and give due notice thereof to teachers and the public; and to perform such other duties as may be required of him by the Board of Education.

DEPUTY SUPERINTENDENT.

13. The Deputy shall act under the general direction of the Superintendent, and in the absence of the latter, shall keep the office hours, and perform the usual official duties of the Superintendent.

14. He shall devote his time exclusively to the duties of his office; and it shall be his special duties to visit schools, and to ascertain, by frequent oral examinations, the condition of the schools.

15. It shall be his duty to observe carefully the methods of teaching and discipline pursued by teachers. He shall give advice and assistance to teachers, and shall, in their presence, exemplify before their schools the best methods of teaching.

16. He shall, as often as required, present to the Superintendent a written report of the efficiency of the teachers and the condition of the schools that have been visited by him, and all such reports shall be preserved in the office of the Superintendent for the use of the Board.

PRINCIPALS.

Rules of the State Board of Education.

17. Principals shall be held responsible for the general management and discipline of their schools, and the studies pursued; and the assistant teachers shall follow their directions, and co-operate with them, not only during school hours, but during the time when the pupils are on the school premises before and after school and during recesses.

18. Assistants shall be held responsible for the studies, order and discipline of their own rooms, under the general direction of the principals.

19. Principals shall prescribe such rules for the use of yards, basements and outbuildings connected with the school houses, as shall insure their being kept in a neat and proper condition, and shall examine them as often as necessary for such purpose. They shall be held responsible for any want of neatness or cleanliness about their school premises.

PRINCIPALS.

Rules of the City Board of Education.

20. It shall be the duty of the principals to enforce the Rules and Regulations of the Board of Education in the schools of their respective buildings, to carry out the directions and

suggestions of the Superintendent, and in every way to aid in the conduct of the schools.

21. To superintend the janitors in the discharge of their duties, require them to do their duty promptly and well, and to report cases of failure, neglect or incompetency to the Superintendent.

22. To keep a record of the absence and tardiness of assistant teachers, and make it a part of their monthly report to the Superintendent. They shall also report the failure of any teacher, under their supervision, to carry out the rules and regulations established for the guidance of teachers.

23. To visit the schools of their buildings, to advise, assist and encourage the teachers in their work. They shall endeavor to correct objectionable methods of discipline or instruction, and shall deem it their duty to report such as may be persisted in by any teacher. In the performance of their duties they shall exemplify the work of every class or grade under their charge by teaching each subject before the pupils and teachers as often as practicable.

24. To examine and classify, under the direction of the Superintendent, all pupils admitted without certificates of promotion. They shall in no case admit pupils from any other districts of the city without a written permit from the Superintendent, and must not admit non-resident pupils without payment of one month's tuition in advance, which shall be paid to the Superintendent, who shall pay same to City Treasurer. and file receipt therefor with the Clerk.

25. To allow no advertisement to be read to, or distributed among the pupils of any school upon the school premises. [The term premises wherever used in these rules to include land to the center of any and all streets bounding school property.] To allow no advertisement to be posted upon the fences or walls of any school buildings under their supervision ; nor permit any agent or other person to enter any school or school premises at any time for the purpose of exhibiting, either to pupils or teachers, any article whatever, or to announce any public entertainment.

26. To be present at 8:30 a. m., to remain upon the school premises during the day. Pupils may enter the grounds at this hour, and shall not loiter about and annoy neighbors, or people passing, by accosting them, or indulge in noisy play.

27. To temporarily suspend pupils from school for persistent disobedience, vulgarity or truancy, or for such other offences as in their judgments can best be met and corrected in this way. They shall at once notify in writing—giving reasons—the parent or guardians, and the Superintendent. The Superintendent shall give the matter his attention, and if the suspension be confirmed, fix the time it is to hold.

28. To send requisitions for supplies to the office of the Superintendent, at the close of each school month, and see that the teachers are provided with the necessary articles. They shall make, upon blanks furnished them for the purpose, monthly reports of their schools to the Superintendent, who shall keep such reports on file in his office. They shall also make an Annual Report, and furnish such other information to the Superintendent as he may, from time to time, require, or as they may think proper to communicate.

29. To see that all clocks belonging to the building are properly regulated by the city time, and have teachers conform to this standard in making their record of attendance, both for themselves and for their pupils. .

30. To deliver, at the close of the school year, the registers, class books and keys of their respective buildings, at the office of the Superintendent, together with a list of school property in their possession, accounting for such as may have been removed or injured.

ASSISTANT TEACHERS.

Rules of the State Board of Education.

31. Teachers are required to be present at their respective school rooms, and to open them for the admission of pupils at *fifteen minutes before* the time prescribed for commencing schools, and to observe punctually the hours for opening and closing school.

32. Teachers are particularly enjoined to devote their time faithfully to a vigilant and watchful care over the conduct and habits of the pnpils *during the time of relaxation and play*, before and after school, and *during the recesses*, both in the school buildings and on the playgrounds.

33. It is expected that the teachers will exercise a general inspection over the conduct of scholars going to and returning from school. They shall exert their influence to prevent all quarrelling and disagreement, all rude and noisy behavior in the streets, all vulgar and profane language, all improper games, and all disrespect to citizens and strangers.

34. Teachers shall give vigilant attention to the *ventilation* and *temperature* of their school rooms. At each recess the windows and doors shall be opened for the purpose of changing the atmosphere of the room. Teachers are required to exercise reasonable supervision over the text-books of the pupils, to inspect the same from time to time, and to prevent their defacement or wanton destruction.

35. Teachers shall enter in the school register in the order of their application, the names of all those applying for admission to the school after the prescribed number of pupils has been received. Such applicants should be admitted to seats whenever a vacancy occurs in any class for which they have been found duly qualified, in the order of their registration.

36. Teachers are authorized to *require excuses* from parents or guardians of pupils, either in person or by written note, in all cases of *absence* or *tardiness*, or of dismissal before the close of the school.

37. The books used and the studies pursued shall be *such and such only* as may be authorized by the local Board of Education; and no teacher shall advise or require any of the pupils to purchase for use in the schools any book not contained in the list of books directed and authorized to be used in the schools.

38. It shall be the duty of the teachers of the schools to read to the pupils, from time to time, as much of the school

regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

39. In all the primary schools, exercises in free calisthenics and vocal and *breathing exercises* shall be given at least twice a day, from three to five minutes for each exercise.

40. Teachers shall endeavor to make themselves acquainted with parents and guardians in order to secure their aid and co-operation, and to better understand the temperaments, characteristics, and wants of children.

41. Teachers shall daily examine the lessons of their various classes, and make such special preparation upon them, if necessary, as not to be constantly confined to the text-book; and instruct all their pupils without partiality, in those branches of school studies which their various classes may be pursuing. In all their intercourse with their scholars they are required to strive to impress on their minds, both by precept and example, the great importance of continued efforts for improvement in morals, manners and deportment, as well as in useful learning.

42. Teachers should explain each new lesson assigned, if necessary, by familiar remarks and illustrations; that every pupil may know, before he is sent to his seat, what he is expected to do at the next recitation, and how it is to be done.

43. Teachers should only use the text-book for occasional reference, and should not permit it to be taken to the recitation, to be referred to by the pupils, except in cases of such exercises as absolutely require it. They should assign many questions of their own preparing, involving an application of what the pupils have learned, to the business of life.

44. Teachers should endeavor to arouse and fix the attention of the whole class, and to occupy and bring into action as many of the faculties of their pupils as possible. They should never proceed with the recitation without the attention of the whole class, nor go round the class with recitation always in the same order, or in regular rotation.

45. Teachers should at all times exhibit proper animation themselves, manifesting a lively interest in the subject taught;

avoid all heavy, plodding movements, all formal routine in teaching, lest the pupil be dull and drowsy, and inbibe the notion that he studies only to recite.

ASSISTANT TEACHERS.

Rules of the City Board of Education.

46. It shall be the duty of teachers to look after the conduct of the pupils while in the school room; to care for the furniture, apparatus, etc., in their respective rooms, and to co-operate with the principal in the preservation of the buildings, fences and all other school property.

47. To refer new pupils to the principal for examination and classification, and when so classified to record their names in the general register, with all the data called for in the register.

48. To promptly notify parents or guardians of the absence or tardiness of pupils, and give a special notice either in person or by note, of such as are habitually troublesome, or are specially poor in their studies. They are expected to exercise all due patience and make every reasonable effort in individual cases, before asking to have a pupil suspended for misconduct or placed in a lower grade for failure in studies.

49. To send, from the second to twelfth grades, both inclusive, to parents or guardians, on cards furnished for the purpose, a report of the attendance, deportment and scholarship of each pupil for each period.

50. To avoid, as far as possible, the practice of detaining pupils; to avoid scolding and all harsh and passionate expressions to or in the presence of their pupils; they are reminded that the best disciplinarians are those who govern themselves, and secure good order by gentle influences. To avoid corporal punishment when obedience can be maintained by milder measures. In administering corporal punishment, they must avoid striking the head or hands, using a switch or light strap in such a manner as not to inflict bruises or lasting marks, and must have at least one teacher as witness to such punishment. They may refer all incorrigible cases to the principal.

51. To attend all general and special meetings called by the Superintendent, no excuse for non-attendance being considered sufficient that would not justify their absence from school at any other time. To make monthly reports to the principal upon the blanks provided for that purpose.

52. To dismiss their schools promptly at all times when the signal is given by the principal, and to see that all their pupils leave the school premises in the evening before they themselves depart.

SUBSTITUTE TEACHERS.

53. In case of necessary absence of regular teachers, they shall promptly notify the Superintendent, who shall supply a substitute. The list of substitute teachers shall be designated by the Board of Education, and in no case must other persons be placed in charge of schools.

54. Substitutes shall receive the full regular pay of the teachers whose place they fill, and shall be paid by the same at the end of the school month, in which the service was rendered.

SPECIAL TEACHERS.

55. Special teachers shall, at the request of the Superintendent, meet the teachers for the purpose of giving them instruction in the branches of which such special teachers have charge.

56. They shall visit regularly and impartially the several departments in which they are employed to teach, and make written reports of the progress of their work to the Superintendent, as often as he may request.

57. The regular teacher of any room shall not be absent from the room during the exercises of special teachers, but shall co-operate in the preservation of order and discipline, and shall enforce the observance of instructions given by the special teachers.

58. It shall be the duty of the regular teachers to make themselves proficient, practically, as well as theoretically, in such special branches as are taught in the schools.

PUPILS.

Rules of the State Board of Education.

59. No pupil shall be detained in school during the intermission at noon, and a pupil detained at any recess shall be permitted to go out immediately thereafter. All pupils, except those detained for punishment, shall be required to pass out of the school room at recess, unless it would occasion an exposure of health.

60. No person shall be allowed to retain connection with any public school, unless furnished with books, slates and other utensils required to be used in the class to which he belongs; provided, that no pupil shall be excluded for such cause, unless the parent or guardian shall have been furnished by the teacher with a list of books or articles needed, and one week shall have elapsed after such notice without the pupil obtaining said books. Books may be furnished to indigent children by the Trustees, at the expense of the district, whenever the teacher shall have certified in writing that the pupil applying is uable to furnish such books.

61. Any pupil who shall in any way cut or otherwise injure any school house, or injure any fences, trees or outbuildings belonging to any of the school estates, or shall write any profane or obscene language, or make any obscene pictures or characters on the school premises, shall be liable to suspension, expulsion or other punishment, according to the nature of the offense. The *teacher may suspend* a pupil temporarily for such offense, and *shall notify* the Trustees of said action. Pupils shall not be allowed to remain in any of the rooms that are provided with improved styles of furniture, except in the presence of a teacher, or a monitor who is made especially responsible for the care of the seats and desks. All damage done to school property by any of the pupils shall be repaired at the expense of the party committing the trespass. Within one week of any damage to school property, teachers shall notify the Trustees, or be held personally responsible.

62. All pupils who go to the school without proper atten-

tion having been given to personal cleanliness, or neatness of dress, shall be sent home to be properly prepared for school, or shall be required to prepare themselves for the school room before entering. Every school room shall be provided with a wash basin, soap and towels.

63. No pupil affected with any contagious disease shall be allowed to remain in any of the public schools.

64. Every pupil is expected to attend school punctually and regularly; to conform to the regulations of the school, and to obey promptly all the directions of the teacher; to observe good order and propriety of deportment; to be diligent in study, respectful to teachers, and kind and obliging to school-mates; to refrain entirely from the use of profane or vulgar language, and to be clean and neat in person and clothing.

65. Continued wilful disobedience or open defiance of the authority of the teacher constitutes good cause for expulsion from school, and habitual profanity and vulgarity good cause for suspension from school.

66. Pupils are required in all cases of absence to bring, on their return to school, an excuse in writing from their parents or guardians, assigning good and sufficient reasons for such absence.

67. All pupils who have fallen behind in their grade by absence or irregularity of attendance, by indolence or inattention, shall be placed in the grade below, at the discretion of the teacher.

68. No pupil shall be permitted to leave school at recess, or at any other time before the regular hour for closing school, except in case of sickness, or on written request of parent or guardian.

69. Any scholar who shall be absent one week without giving notice to the teacher, shall lose all claim to his particular desk for the remainder of the term, and shall not be considered a member of the school.

70. Each scholar shall have a particular desk, and shall keep it and the floor beneath in a neat and orderly condition.

PUPILS.

Rules of the City Board of Education.

71. All children between six and twenty-one years of age, of actual residenst of Los Angeles city, shall be admitted free to all of the public schools. The children of non-residents shall not be received, except upon the payment of a tuition fee, as fixed by the Board of Education.

72. Non-resident pupils may be admitted on the following terms: In the High School, $3.00 per month; in Grammar schools, $2.00 per month; in Primary schools, $1.50 per month; tuition to be paid in advance to the principal. But in no case must non-resident pupils be received to the exclusion of those whose homes are in the city.,

73. All pupils must attend school in the district in which they live, unless they have a written permit from the Superintendent to attend another school. The permission shall be given only for the purpose of relieving crowded schools, or for other good reason satisfactory to the Superintendent.

74. Teachers are authorized to send pupils home for excuses of tardiness or absence, except when the weather is such that it would occasion exposure to health.

75. Every pupil in whose family any contagious disease is known to prevail, shall, on returning to school, present a certificate from the Health Officer, or a regular practicing physician, stating that the proper precautions have been taken, and that no risk will be incurred in receiving the bearer into school.

76. Every pupil who shall be absent three *half* days without excuse from parent or guardian, given either in person or by written, note, satisfying the teacher that the absences were caused by his own sickness, or by sickness in the family, or some *urgent cause*, rendering attendance impossible, or to avoid exposure of health, shall be suspended from school, until satisfactory assurance is given to the principal, by the parent or guardian, that the pupil will be more punctual in the future. In the application of this rule, two unexcused tardinesses or leaving school without permission, shall be counted as one-

half day's absence. A pupil who shall be suspended the second time, can only be restored by personal application to the Board at a regular meeting.

77. No pupil, after having entered one school, shall be admitted into another school the same scholastic year, without a certificate of honorable discharge from the former school, or without a transfer from the principal, when the pupil has changed his residence to another district.

78. Willful disobedience, habitual truancy, vulgarity, profanity, stealing or carrying deadly or dangerous weapons, shall constitute good cause for suspension or expulsion from school.

79. Pupils shall be liable to suspension if their parents create a disturbance in school, or censure, abuse or insult any teacher before his class, or on the school premises.

80. Any pupil who uses tobacco in any form on the school premises, shall be liable to expulsion.

81. During rain-storms or otherwise exceptionally bad weather, pupils shall be allowed to enter their rooms as soon as they come in the morning, and to remain during intermissions. At such times, teachers must see that their pupils do not engage in boisterous play, but may allow them to play parlor games, singing, calisthenics, etc.

82. Pupils who are not in their seats at the time for opening school shall be marked tardy.

83. Pupils shall not be absent a part of the day for the purpose of receiving instruction elsewhere, except by special permission of the Superintendent, recommended by the teacher and principal, and only very urgent reasons will be deemed satisfactory.

DUTIES OF JANITORS.

84. It shall be the duty of the Superintendent of School Buildings and Repairs to attend all regular meetings of the Board; and special meetings when so notified.

85. To exercise special supervision over all janitors of buildings.

86. To report at regular meetings of the Board all needed repairs of school property.

87. To deliver the monthly supplies to all school buildings.

88. To keep in good repair all school buildings, water closets, coal houses, sheds, fences, walks, trees, and grounds.

89. To make, at the close of each school year, an inventory of all school property under his charge, accounting for any then missing which was invoiced the previous year.

90. Janitors of buildings shall report for duty to principals at the hour for the opening and closing of schools, except in small schools where special arrangements may be made. In such large schools as may be ordered by the Board, they shall devote their whole time to the duties of their position. They shall keep school buildings, furniture, yards, and outbuildings neat and clean. Disinfect all water closets once per week, build fires, open and close school buildings and gates, and see that all windows, shutters, doors and gates are securely closed when the schools are not in session.

91. They shall sweep school rooms every day after school, and dust them every morning before school, and wash windows, floors, and other wood work as often as directed by the principal. They shall guard all property on the premises, promptly make such repairs as they are able to make, and report to the Superintendent of School Buildings and Repairs all other repairs needed.

92. They shall be subject to the orders of the Superintendent of School Buildings, Principals, and Superintendent; they shall not assume or exercise any authority over pupils except by special order, but shall report to the principal any violation of the school regulations on the part of the scholars that comes under their notice.

PROMOTIONS.

93. Promotions shall take place at the end of each Semester, and be determined by the teacher and principal.

MISCELLANEOUS.

94. No school building shall be used for other than school purposes.

95. For the purpose of promotions the school year shall be divided into two equal parts, called Semesters. For the purpose of written reports to parents, it shall be divided into four equal parts, called Periods. The dates for beginning or closing any school year or vacation shall be fixed by special order of the Board of Education.

96. The regular holidays shall be the 9th of September, the 22d of February, the 30th of May, every day on which an election is held throughout the State, and all Thanksgiving Days authorized by the State or general government. When the 9th of September, the 22d of February or the 30th of May fall upon Sunday, the Monday following shall be a holiday.

97. The hours of tuition and study throughout the year shall be from 9 o'clock a. m. to 12 o'clock m., with fifteeen minutes' recess, from 10:30 to 10:45 ; and from 1:15 to 4 o'clock p. m., with fifteen minutes' recess, from 2:30 to 2:45. The first, second and third grades shall be dismissed at 2:30, and all other grades at 4 p. m. In the High School, the hours shall be from 9 o'clock a. m. to 11:50 o'clock a. m.; and from 12:40 o'clock p. m. to 3 o'clock p. m.

98. There shall be a monthly fire drill in every building of more than one room, to be conducted by the Principal or Superintendent. Pupils shall leave the building without wraps at signal of two bells ; with wraps at signal of three bells.

99. The Superintendent, Deputy Superintendent, Superintendent of School Buildings and Repairs and his assistant, shall be elected at the first regular meeting in June. The election of teachers shall take place at the first regular meeting in July.

100. Vacancies and new positions may be filled at any meeting of the Board, or, in case of emergency, by the Committee on Teachers.

101. Applicants for positions as teachers must *apply in person* and present a written application to the Clerk, which mustbe accompanied by evidence of the possession of a legal certificate.

102. No person shall be eligible to election to a position as teacher who cannot present satisfactory evidence of at least one year's actual successful experience in teaching.

103. All complaints against teachers, or other employes of the School Department, must be made in writing and verified, and shall be addressed to the Clerk of the Board of Education.

104. Teachers shall not award prizes or give any presents to any pupil or pupils. Neither shall teachers receive any presents of any kind from their pupils. Contributions for any purpose shall not be permitted in any school.

105. No child under the age of five years shall be admitted to the Kindergarten schools.

106. All rules, regulations, resolutions, and orders passed by the Board of Education that are in conflict with these Rules and Regulations, are hereby rescinded.



NATIVITY OF PUPILS.

In order to show the nativity of our school children and the cosmopolitan character of our city, the following schedule is presented. This does not include about one thousand of the smaller children, who could not tell their nativity without asking their parents.

1	Alabama	12	26	Missouri	188
2	Alaska	2	27	Montana	10
3	Arizona	72	28	Nebraska	84
4	Arkansas	20	29	Nevada	66
5	California	2550	30	New Hampshire	10
6	Colorado	144	31	New Jersey	24
7	Connecticut	34	32	New Mexico	15
8	Delaware	9	33	New York	223
9	District of Columbia	3	34	North Carolina	1
10	Florida	1	35	North Dakota	11
11	Georgia	13	36	Ohio	317
12	Idaho	8	37	Oregon	61
13	Illinois	441	38	Pennsylvania	99
14	Indiana	147	39	Rhode Island	4
15	Indian Territory	4	40	South Carolina	2
16	Iowa	331	41	South Dakota	13
17	Kansas	223	42	Tennessee	34
18	Kentucky	49	43	Texas	272
19	Louisiana	50	44	Utah	26
20	Maine	45	45	Vermont	14
21	Maryland	22	46	Virginia	10
22	Massachusetts	89	47	Washington	27
23	Michigan	181	48	West Virginia	5
24	Minnesota	126	49	Wisconsin	78
25	Mississippi	17	50	Wyoming	17
	Total				6204

All the States and Territories of the Union are represented in the above list.

FOREIGN.

Atlantic Ocean	1	India	2
Australia	2	Mexico	22
Austria	1	Nova Scotia	3
Belgium	8	New Zealand	4
British Columbia	1	Lower California	1
Bolivia	2	Russia	1
Canada	128	Sandwich Islands	3
Central America	1	Switzerland	5
Denmark	2	Spain	10
England	92	Sweden	5
France	23	Scotland	18
Germany	59	South America	4
Hungary	3	West Indies	1
Italy	7	Wales	1
Ireland	2	U. S. of Colombia	1

413

Grand total 6617

TABLE NO. 1.

CENSUS MARSHAL'S REPORT, ETC.

	1881	1891
No. of white children between 5 and 17 years of age	3,579	10,843
No. of Negro, Indian and Chinese children between 5 and 17 years of age	41	241
Total number of census children	3,620	11,084
No. of children under 5 years of age	1,228	4,907
No. of children between 5 and 17 years of age who have attended public schools during year	2,098	8,115
No. of children between 5 and 17 years of age who have attended private schools only during year	518	1,197
No. of children between 5 and 17 years of age who have not attended school during the year	988	1,772

TABLE NO. 2.

No.	Name of School.	1889-1890					1890-1891				
		Enrollment.	Average Attendance.	Per cent. of Attendance.	Number Belonging.	Number Absent.	Enrollment.	Average Attendance.	Per cent. of Attendance.	Number Belonging.	
1	Lyndon Street	56	39	36	91	32	4	36	37	93	40
2	Swain Street						47	34	31	91	34
3	Chestnut Street	281	180	165	91	297	33	188	169	93	181
4	Italian Street	592	406	145	91	53	449	313	280	93	302
5	Oates Street						156	133	120	93	129
6	Griffin Avenue	275	219	206	94	141	211	188	170	93	181
7	Castelar Street	311	249	237	95	132	274	203	170	93	211
8	Sand Street	784	530	493	93	38	456	393	354	93	379
9	Alpine Street						213	173	154	93	166
10	Temple Street	530	402	373	93	29	214	183	170	93	183
11	Cayo Street						41	26	25	96	26
12	Grafton Street	20	15	14	93	1	15	11	10	91	11
13	Union Avenue						221	170	154	91	169
14	Fremont Avenue	57	57	53	93	4	152	125	113	90	126
15	Normal Primary	151	113	101	89	12	154	134	125	93	144
16	Spring Street	1093	736	711	96	33	559	483	452	93	485
17	Eighth Street	617	501	475	94	26	415	376	352	93	380
18	Tenth Street	214	157	151	96	6	206	163	155	95	164
19	Sixteenth Street	349	259	244	94	20	425	352	335	95	356
20	Seventeenth Street	174	151	143	95	27	214	159	136	91	125
21	Thirtieth Street	301	230	218	95	102	302	229	206	90	192
22	San Pedro Street	191	126	120	95	126	167	124	113	93	167
23	Staunton Avenue						96	46	44	96	54
25	Seventh Street	233	169	156	92	280	162	130	124	95	136
26	Ninth Street						373	264	276	95	256
27	Carey Street	231	185	175	95	269	262	195	185	95	122
28	Amelia Street	446	284	269	94	343	453	354	336	95	287
29	Railroad Street	354	237	222	94	164	349	275	259	94	147
30	Macy Street	216	163	154	94	141	192	142	134	94	156
31	Cornwell Street						152	127	122	96	103
32	Breed Street	392	312	291	93	329	224	177	165	95	243
33	First Street						100	75	71	95	87
34	High School	255	245	234	96	333	403	365	352	96	281
35	Night School	99	28	22	80	191	103	44	36	82	186
36	Kindergartens	135	86	75	87	191	422	230	204	89	355
	Totals	8423	6279	5900	94	6846	9166	7071	6710	95	5555

The blanks under 1889–'90 are caused by those buildings not being occupied at that time.

The falling off in enrollment in some of the larger buildings for 1890–'91 is because those districts were subdivided and pupils sent to the new buildings.

TABLE NO. 3.

SUPPLIES USED BY THE DIFFERENT BUILDINGS DURING THE YEAR 1890–'91.

SCHOOLS	Boxes Crayon	Dozen Lead Pencils	Boxes Slate Pencils	Boxes Pens	Reams Foolscap	Inches Ruled Paper	Inches Soft Paper	Bottles Mucilage	Bars Soap	Dozen Erasures	Dozen Pen Holders	Sweepers	Brooms	Dusters
Arroyo	2	[illegible]	1	1	1	15	1	1	4	.....	...	...	1	1
Swain	2	[illegible]	1	...	¾	15	11	2	6	1	...	...	2	1
Chestnut	6	43	5	8	2¼	.....	40	3	18	½	...	1	2	2
Hellman	42	110	9	39	9½	9	171	7	14	5	12	1	2	3
Gates	39	66	12	21	7¼	29	85	5	15	14	12	2	5	2
Griffin	16	36	8	16	3	2	51	3	22	1	...	1	4	2
Castelar	35	95	8	14	6½	51	115	6	16	10	24	1	1	1
Sand	58	116½	14	49	15¼	32	150	16	41	4	18	2	2	4
Alpine	44	55	1	11	6¾	33	57	5	34	8	12	1	2	2
Temple	28	30	4	17	11	40	65	11	8	.....	6	4	1	1
Grafton	.....	12	1	...	1½	4	6	1	6	.....	...	...	...	...
Casco	8	18	7	6	2½	14	28	7	6	4	6	3	2	1
Union	28	56	3	13	6	26	52	5	8	8	18	2	2	3
Fremont	14	34	7	11	4½	10	39	3	14	3	8	3	2	1
Spring	63	110	17	59	20	69	223	11	18	1	2	4	4	7
Eighth	56	72	13	53	10½	15	76	3	21	1½	6	2	1	2
Tenth	23	47½	13	16	4	22	42	2	8	.....	9	2	1	1
Sixteenth	73	106	12	45	21	58	189	16	36	28	25	1	2	1
Seventeenth	34	56	13	23	6	41	87	18	34	4	2	1	2	1
Thirtieth	29	74	6	42	13½	32	154	10	54	10	12	2	3	3
San Pedro	25	42	5	14	3	18	91	4	8	4	...	...	2	1
Staunton	7	31½	3	7	6¼	6½	15	3	6	3	1	...	2	1
Seventh	19	30	4	14	6	12	32	8	30	8	24	2	5	4
Ninth	32	81	20	24	12	40	148	15	30	24	35	4	4	4
Garey	13	53½	17	11	1½	32	69	5	22	4	7	...	4	2
Amelia	66	94	13	43	16¼	22	191	12	55	16	30	3	3	3
Railroad	37	98	25	13	3½	59	126	7	49	3	7	2	2	1
Macy	18	46	5	7	3¼	18	106	3	6	.....	8	1	...	1
Cornwell	24	46	1	17	8	11	33	10	18	8	14	2	4	1
Breed	37	33	5	29	10¾	25	78	5	12	1½	...	1	4	2
First	16	28	2	14	4	19	37	3	6	4	6	1	1	3
High School	31	43	.....	60	32	.....	167	10	46	30	44	6	3	1
Night School	6	3	.....	3	1	.....	7	...	...	.....	...	..	...	...
Total	921	1781	255	700	259¼	779½	2742	220	671	208½	348	56	75	62

TABLE NO. 4.—NAMES AND LOCATION OF BUILDINGS, AND ESTIMATED VALUE OF PROPERTY, 1891.

Number	NAME OF SITE	LOCATION	Size of Lot	Value of Lot	Value of Buildings	Value of Furniture, Apparatus and Library	Total Value	Date of Erection of Buildings
1	Arroyo Street	Arroyo and Cypress Streets	150x18.	$ 1000	$ 1500	$ 200	$ 2700	188.
2	Swain Street	Swain Street and N. Griffin Avenue	178x199	3000	3000	200	6200	189
3	Truman Street	Truman and Humboldt Streets	75x157	900	None	.....	900	.....
4	Chestnut Street	Chestnut Street near Pasadena Avenue	300x165	4500	6500	1000	12000	1888
5	Hellman Street	Hellman Street near Downey Avenue	½ acre	6500	12000	2000	20500	1886
6	Prichard Street	Prichard and Flora Streets	200x150	1000	3000	200	4200	1890
7	Gates Street	Gates Street near Hawkins Street	120x330	4000	8500	1000	13500	1890
8	Griffin Avenue	Griffin Avenue near Darwin Street	110x330	4500	4000	1000	9500	1889
9	Castelar Street	Castelar and College Streets	120x247	5000	13000	3000	20000	1889
10	Sand Street	Sand Street near Castelar Street	153x319	8000	15000	2000	25000	1872
11	Alpine Street	Alpine and Centennial Streets	131x200	4500	9500	1000	15000	1890
12	Temple Street	Temple Street near Edgeware Road	155x199	7500	14000	2000	23500	1886
13	Grafton Street	Grafton Street north of Temple Street	120x120	500	3000	200	3700	1888
14	Casco Street	Casco and Temple Streets	197x150	2400	4770	250	7420	1890
15	Alvarado Street	Alvarado and W. First Streets	125x200	4000	None	.....	4000	.....
16	Union Avenue	Union Avenue near W. First Street	180x140	4900	9500	1000	15400	1890
17	Fremont Avenue	Fremont Avenue near W. Second Street	180x165	5500	9500	1000	16000	1890
18	Pearl Street	Pearl Street near W. Fourth Street	120x165	6000	100	50	6150	1889
19	Spring Street	Spring Street near Sixth street	120x330	100000	40000	3500	143500	1884
20	Eighth Street	Eighth Street and Grand Avenue	240x165	20000	12000	2200	34200	1877
21	Tenth Street	Tenth Street near Vernon Street	188x138	3500	6500	1000	11000	1888
22	Sixteenth Street	Sixteenth Street near Hill Street	150x261	9000	14000	2000	25000	1890
23	Seventeenth Street	Seventeenth and Georgia Bell Streets	1¼ acre	10000	6500	1000	17500	1888
24	Thirtieth Street	Thirtieth Street near Main Street	143x165	5000	15000	2000	22000	1888
25	San Pedro Street	San Pedro Street near Washington Street	180x356	5000	6200	1000	12200	1888

26	Staunton Avenue.....	Staunton avenue near E. Washington street.....	160x260	2000	4000	500	6500	1890
27	Seventh Street.....	E. Seventh and Lemon streets.....	150x170	3500	8500	1000	13900	1884
28	Ninth Street.....	E. Ninth street and Stanford avenue.....	174x224	6000	14000	2000	22000	1890
29	Hewitt Street.....	Hewitt street near E. First street.....	120x240	6000	13500	2000	21500	1891
30	Amelia Street.....	Amelia street near Lazard street.....	184x150	7500	12000	2000	21500	1886
31	Railroad Street.....	Railroad street near Main street.....	150x200	4500	4000	.....	8500	1884
32	Ann Street	Ann and Magdalena streets.....	100x200	4300	14700	2000	21000	1890
33	Macy Street	Macy street and Brooklyn avenue.....	1¼ acre	5000	6500	1000	12500	1888
24	Cornwell Street.....	Cornwell and Sheridan streets	162x252	3000	8000	750	11750	1890
35	Breed Street.....	Breed and New York streets.....	180x148	5000	14000	2000	21000	1886
36	First Street.....	E. First and Savannah streets.....	185x143	3000	3500	500	7000	1890
37	Euclid Street.....	Euclid and E. Second streets.	200x243	2000	None	.....	2000	.....
38	High School.....	Castelar street near Sand street.....	198x232	12000	70000	3000	85000	1890
	Totals.....	.....	.....	.....	$290,000	$389,770	$44550	$724,320	

PRICES OF STATE TEXT-BOOKS NOW ISSUED AND READY FOR USE.

Prices fixed by the State Board of Education June 13, 1891, in accordance with section 10, chapter 127, Statutes of 1887.

NAME OF BOOK	Cost Price at Sacramento	Price to Pupils
First Reader	15 cents	20 cents
Second Reader	33 "	40 "
Third Reader	54 "	65 "
Speller	25 "	30 "
Primary Number Lessons	20 "	25 "
Advanced Arithmetic	42 "	50 "
English Grammar	42 "	50 "
U. S. History	70 "	80 "
Lessons in Language (Elem. Gram'ar)	25 "	30 "
Elementary Geography	50 "	60 "
Physiology	50 "	60 "

SUPERINTENDENT'S REPORT.

To the City Board of Education.

GENTLEMEN:—The eighteenth annual report of the schools of this city for the year closing June 30th, 1891, is herewith respectfully presented.

Instead of having the Deputy Superintendent make a separate report to the Superintendent, we have this year combined and present one report for your consideration.

GENERAL STATISTICS.

Population of city in 1890 (U. S. census),	50394
Estimated population October, 1891,	55000
No. children of census age (5 to 17) June, 1890,	10867

No. children of census age (5 to 17) June, 1891, ..	11084
Increase for 1891, ...	217
Total enrollment (age 6 to 21) for 1890, ...	8288
Total enrollment (age 6 to 21) for 1891, ...	8744
Increase for 1891, ...	456
Kindergarten enrollment (age 5 to 6) for 1890, ..	135
Kindergarten enrollment (age 5 to 6) for 1891, ..	422
Increase for 1891, ...	287
Average daily attendance for 1890, ...	5825
Average daily attendance for 1891, ...	6506
Increase for 1891, ...	681
Per cent. of enrollment on census number, 1890, ..	76.2
Per cent. of enrollment on census number, 1891, ..	78.8
City tax levy for schools 1888 (on $100), ...	$0.2000
City tax levy for schools 1889 " "	.1340
City tax levy for schools 1890 " "	.1076
City tax levy for schools 1891 " "	.0876

SALARY SCHEDULE FOR 1891–92.

The following salary schedule has been adopted to remain in force until June 30th, 1892:

Principal High School, ...	$150	per month
Teachers in High School, ...	100 to 125	" "
Principals, 12-room buildings	135	" "
Principals, 8-room buildings, ...	120	" "
Principals, 4-room buildings and Nor. Primary	100	" "
Teachers in 2d and 3d grades	65 to 75	" "
Teachers in other grades..	75 to 85	" "
Kindergarden Principal	75	" "
Kindergarden teachers	50 to 60	" "
Kindergarden assistants not to exceed ..	25	" "
Drawing teacher, ...	130	" "
Writing teacher, ...	125	" "
Music teacher, ...	125	" "
Night school teacher	50	" "

Teachers to be paid for the actual time they work.

Supt. of Buildings and Repairs and feed of horse, $110 per mo.

Asst. Supt.	"	"	"	"	"	"	80	" "
Gardener, with horse and wagon			..	..			2.50	" day.
Janitor High School		..	..	..	..		125	" mo.
Janitor Spring Street School			..	..	..		70	" "
All other janitors, per room,			..	..	..		5	" "

Janitors to be paid one-half month's salary for cleaning buildings before schools open in the fall.

Length of school year, nine months, from October 1st to last of June.

APPLICANTS.

All applicants for positions as teachers must appear *in person* before the Teachers' Committee, which meets in the Superintendent's office, room 25 City Hall, at 3 o'clock p. m., on the Saturdays preceding the first and third Mondays of the calendar month.

Written applications are not considered until after personal application has been made.

Many applicants, after receiving this information, write a second letter to ask if some exception can not be made in their case, as they cannot afford to come so far to make personal application without knowing first what their chances will be when they get here. To these people we must say that on the other hand the Board cannot afford to encourage applicants to incur the expense of coming here with the possibility that they might not want them when they see them. They wish to see the applicants for that very purpose, that is, to determine what their chances are.

Each person must decide for him or her self whether to come or not, after receiving the above information.

No applicant will be considered who can not present satisfactory evidence of at least one year's successful teaching in actual charge of a school. Two years' successful experience, or a Normal school graduate, is required to teach in the first grade.

Twenty-five to fifty teachers are required annually to fill vacancies and supply new schools. About half this number is

required between the first of October and the first of June while the schools are in session.

There is a State Normal School located in this city which graduates yearly more than fifty teachers, but as they are required to get a year's experience elsewhere before they can be employed in this city, and as most teachers make their contracts in July and August for a year, the supply of first-class teachers is not always equal to the demand from October to June.

CERTIFICATES.

Holders of Primary Certificates may teach in the first five, or Primary grades; holders of Grammar Grade Certificates in the next four, or Grammar Grades; holders of High School Certificates in the next three, or High School Grades.

All certificates are issued by the County Board of Education. We quote as follows from their rules:

"The examination of applicants for teachers' certificates shall be held semi-annually, beginning in June and December of each year.

5. Arithmetic, grammar and composition, and orthography shall be the test studies. Applicants who fail to obtain an average of 65 per cent. in these studies shall be excluded from further examination.

6. The subjects for examination, and the time and standard of credits shall be as follows:

FOR PRIMARY CERTIFICATES.

	Hours	Credits
1. Arithmetic	2 ¼	100
2. Grammar and Composition	2 ½	100
3. Orthography	½	100
4. Geography	1 ½	50
5. U. S. History	1 ¾	50
6. Word Analysis and Defining	1	50
7. Physiology	1	50
8. Penmanship and Elements of Book-keeping	1 ½	50
9. Industrial Drawing	1 ½	50

10. Vocal Music	1	50
11. Methods of Teaching	2	50
12. Civil Government	1 ¼	50
13. School Law	1	50
14. Reading	1	50
15. Practical Entomology	½	50
Total	20¼	900

FOR GRAMMAR GRADE CERTIFICATES.

	Hours	Credits
1. Elementary Geometry	2	50
2. Literature and Rhetoric	2	100
3. Botany and Zoology	1 ½	50
4. General History	1	50
5. Psychology and Principles of Educat'n	1 ½	50
6. Bookkeeping (Single and Double Entry)	2	50
7. Algebra to Quadratics	2	50
8. Natural Philosophy	1 ½	50
Total	13½	450

FOR HIGH SCHOOL CERTIFICATES.

	Hours	Credits
1. Algebra	2	50
2. Geometry	2	50
3. Latin, or English (Subject 14, University of California	2	50
4. Chemistry	1	50
5. Plane Trigonometry	1	50
6. Geology		50
7. Astronomy		50
Total	8	350

7. A Primary Certificate may be granted to any applicant receiving an average of not less than 80 per cent. upon the primary subjects; provided the applicant is 18 years of age and is a person of good moral character.

8. A Grammar Grade Certificate may be granted to any applicant holding or entitled to receive a Primary Certificate of

this county, who shall obtain an average of 80 per cent. in an examination upon the Grammar Grade subjects; provided the applicant is 18 years of age, is a person of good moral character, and has taught successfully for at least one year.

9. A High School Certificate may be granted to any applicant holding or entitled to receive a Grammar Grade Certificate of this county, who shall obtain an average of 80 per cent. in an examination upon the High School subjects; provided the applicant is 18 years of age, is a person of good moral character, and has taught successfully for at least two years.

CERTIFICATES UPON CREDENTIALS.

1. The Board may grant, without examination, a Primary or Grammar Grade Certificate to the holder of a Life Diploma, a California, Nevada or Oregon State Educational Diploma, a California State Normal School Diploma, a San Francisco Normal Class Diploma, when recommended by the State Superintendent of Public Instruction; a California State University Diploma, when recommended by the Faculty of the University, and a State Normal School Diploma of any other state.

2. The Board may, without examination, grant a Primary Certificate to the holder of a valid Grammar Grade or High School Certificate issued upon examination in any other county of this state; also a Grammar Grade Certificate to the holder of a valid Grammar Grade or High School Certificate issued in like manner; provided said certificate shows an average standing of 85 per cent. on all of the subjects required for a Grammar Grade Certificate in this county.; provided further, that the applicant in each case shall bring a satisfactory recommendation from the Superintendent or Board of Education whence he or she comes.

3. The Board may, without examination, grant a High School Certificate to the holder of any one or more of the credentials mentioned in the first paragraph of this section; provided the applicant presents to the Board satisfactory evidence of having completed in some reputable Normal School, High School, College or University, a course of study including all

of the requirements for a High School Certificate in this county; and provided further, that the applicant presents satisfactory evidence of having taught successfully for two years.

4. Applications for certificates upon credentials, and for renewals, must be in writing, and accompanied by the necessary fee of two dollars.

5. No recommendation for an Educational or Life Diploma will be given unless the applicant files with the Secretary of the Board a written application, with credentials showing that he has taught successfully the whole time required by law. Applications for Life Diplomas must be accompanied by a fee of three dollars."

DISCIPLINE.

The cause of disorder in the schoolroom, may be found often in the physical or mental discomfort of the pupils.

Let the teacher make more of a study of her pupils' comfort, as to the length of time that should elapse between the exercises for rest or change; as to the size of the seats she assigns to her pupils; as to the purity of the air; as to the temperature, light, etc., and she will find her work of developing the power of self-control in her pupils materially lightened.

Sometimes mental discomfort, discouragement, etc., is produced by carelessness on the part of the teacher in assigning lessons, which she has not thoughtfully considered from the pupils' standpoint.

The lesson may be out of proportion to the time; the pupil may be left to study it without a proper idea of the requirements; they may not have been taught how to study.

A teacher who lives one day in advance of her pupils and knows all of the difficulties which will, as a matter of course, come to them in their studies, and which necessitate her judicious help, will seldom need to cross the dreaded bridge, but find it ever just ahead of her.

An ounce of prevention here is worth a pound of cure. Direction of the pupils' activities will be the glorious work of such a teacher, where suppression of energy will harass the

life of another who must command where the former but suggests.

WRITTEN WORK.

The daily written work of the scholar should be his best effort and he should not be led to believe, at any time, that all that is required of him is that the subject matter be put into writing without any consideration as to general appearance, neatness, margins, paragraphing, etc.

If teachers continue to exact so much written work of their pupils they cannot expect, the quantity being so great, to have the quality always excellent. It is a poor commentary on a teacher's ability for the classroom, to have it truthfully said that in order to maintain good order and keep idle hands busy, more written work must be given than would otherwise be considered best for the school.

Each day's work is all the parade that should ever be indulged in. That should be prepared with reference to an application of all the requirements of proper written work, which have been taught.

EXAMINATIONS.

The question of promotion of pupils by written examinations, or otherwise, is much thought about and written about.

The former method has long been in practice and is still followed in most schools of the country.

Because so many pupils are unable to do themselves justice in written examination, on account of the nervous strain into which they are wrought, there is a tendency in some localities to abolish the written examination.

It has long been the custom in this city to promote in the first, second, and third years on the judgment of the teacher and principal.

Believing that this judgment can be as well and as fairly exercised in the five higher grades, the promotions for the last semester of the past year were made upon the estimates of teachers and principals. Although it was an experiment the results were most satisfactory.

Pupils who were not satisfied were given the privilege of being examined. But few went into the examinations, and only a very small fraction of one per cent. were successful; thus showing the estimates of the teachers to be almost correct on one side of the question. Whether they promoted too many or not, the next semester, to some extent, will tell.

A recent writer on this subject thinks there is danger that teachers may become so careful of their own reputations that they will send forward only the brightest pupils.

The other extreme is equally dangerous. The importunities of parents and the desire to promote a large number, thinking thereby to make a reputation, may lead teachers to send forward pupils who are not ready for a higher class. We have faith in the new plan and shall note its workings with care and interest.

ARITHMETIC.

In general, the number work of our primary schools is well taught, and teachers are realizing of what great importance is the laying of the foundation in this study. There is little or no progress on the part of the pupil in the grammar grades, unless the fundamental operations of addition and subtraction are so completely mastered in the primary grades that accurate performance is a matter not of thought but of unconscious habit. Too much drill in number spelling can not be given. Such should be the association of ideas here that when 5 and 7 are before the eye, 2 must instantaneously present itself, etc. Accomplish the result by what methods you will, but by all means accomplish it.

The work, however, of the grammar grades at present is relatively not so good as that of the primary. Oral exercises with simple numbers must precede and accompany every subject in written arithmetic. If this is invariably done, children will learn how to help themselves in reasoning problems where larger numbers impede the thought analysis.

Again teachers should insist more upon careful logical outlining of the work of a problem before any operation is per-

formed, so that it is beyond peradventure that a pupil knows what he is to find when he begins and will know when he has found it.

This method of outlining the work of problems is conducive to accuracy of thought as well as careful analysis. During the period of a recitation the working of many problems may be outlined, the performance of which may be left until another time.

In this way the teacher may become familiar with the reasoning ability of each pupil, and more drill may be given the class where it is found most to be needed.

Again the teacher should be particular upon receiving the work which is performed in detail, to see that its arrangement is according to the best form; that all equations are truthful, etc.

The objective methods in use in other studies ought often to be practiced in arithmetic, and when the objects themselves are not to be seen, models or drawings should be carefully constructed that precision of thought may be the more easily attainable.

SUPPLEMENTARY READING.

It is often the case that the supplementary reading, which is pursued almost entirely as sight reading, is more difficult than the regular reading, which is read only after careful study.

This, of course, is due largely to the fact that little provision is made for supplementary reading, and consequently it is often brought into the classroom by the teacher in whatever shape it is found, if only it answers the purpose of supplying the desired information which will supplement the work at hand.

It is generally noticeable in our schools that children read with good expression and with considerable vivacity, lessons upon which they have been drilled. When, however, the supplementary reading is placed in their hands it is read in a halting manner to which it is painful to listen.

The idea obtains among some teachers that in sight reading

the piece should be placed in the hands of the pupils to read regardless of the fact that some of the words of the piece are symbols of ideas or things entirely new.

The exercise is a sort of puzzle in thought-getting which works a pernicious effect upon the acquisition of good reading itself.

If the new piece to be read supplements the science work, so-called, the objective method should be followed. The new name-words not defined, but the objects of which they are the symbols examined, the various parts handled and then when the piece is read by the pupil, the new will, by the natural process, be assimilated to the old.

This method, of course, would always necessitate the teacher's glancing over the piece before it is read in the class.

It has been recommended to teachers that, for material in supplementary reading, scrap books be made devoted to the different studies of the course, and so classified for more ready use. Besides this, however, books on elementary science, travel and biography should be supplied the teacher in large enough numbers to allow each pupil of a division a copy.

It is true that we have some such books but the number is very inadequate.

GEOGRAPHY.

This study is a field in which there is much room for improvement in methods of teaching. No subject more readily betrays a teacher's lack of preparation for the classroom than does this.

Geography becomes the driest of all the studies to the teacher who depends entirely upon the text-book and follows its leadings without a murmur, entering upon the recitation with book in hand to catechise the class through long columns of questions.

Yet, far different is it with the wide-awake teacher who has connected with this study history, travel, exploits, adventure, descriptive literature, and the more advanced knowledge of Physical Geography, who carefully weeds out all that is un-

important, discriminating wisely as to what shall be simply passed by with a cursory glance sufficient to allow the pupil to know where such matters may be found when wanted, and then pushing on to that which with its associations can be made not only to be a matter of absorbing interest but also to contribute at once to the general intelligence of the class and lead to individual research in the school library.

Maps with this teacher are ever a means and not an end. Rapid sketches of countries should be called into requisition at every stage of the work to contribute to the correct understanding of the matter in hand or to fix in the mind the details which might otherwise be vague and transitory.

The relief map in sand giving more vivid impressions by its closer appeal to the eye is likewise to be made a means, like every other good device, but never to become anything more than an illustration or graphic picture to assist in teaching the lesson.

KINDERGARTEN.

To the wide-awake primary teacher who is on the *qui vive* for everything that will enlarge her usefulness in the schoolroom, we would earnestly recommend that she turn her attention during her spare moments to the study and practice of Kindergarten occupations and gifts.

The work begun in the Kindergarten department in paper folding, cutting, etc., should be carried on as a branch of manual training through the primary schools, that "imitation may by degrees grow into invention," and that all the steps in right education taken there, may be continued to the consummation of a work well begun.

The following account of the Kindergarten work done in our city schools during the past year is given by Mrs. Nora D. Mayhew, the principal of the Kindergartens.

"During the past school year eight Kindergartens have been established as a part of our Public School system, located respectively at the Thirtieth, San Pedro, Ninth, Fremont avenue, Cornwell, Castelar, Railroad and Hellman street schools, each

one accommodating about thirty-five pupils between the ages of five and six years. These Kindergartens each have been in charge of a Director or Chief Kindergartner who has been assisted by a pupil of the training class volunteering her services while learning Froebel's system, or method of instruction. The entire Kindergarten system has been under the supervision of a principal whose mission it was to systematize and bring unity into the work, for "without unity there is no strength." For this purpose she assembled the regular teachers every Tuesday afternoon and submitted to them a weekly program which was discussed at length, thus affording an opportunity for exchange of thought and increase of interest. On Friday afternoon of each week the regular teachers and assistants, or students of the training class, assembled with the principal to gain a better understanding of the songs and games which form so important a part of the Kindergarten system."

The principal also directs the distribution of time and Kindergarten material, watches over the progress of the occupations, observes the execution of the program and proper application of Froebel's method, and thus maintains a constant spirit of progress and enthusiasm. Regular visits were made to each Kindergarten two times each month.

Total number of pupils enrolled during year.....	422
Average number belonging.....	230
Average daily attendance.....	204
Per cent. of attendance.....	90

MODEL PROGRAM

For First to Third Grades, both inclusive.

A.	B.
Number.	.....
.....	Number.
Reading.	.....
.....	Reading.
Recess.	
Observation lessons.	
Language.	.....
.....	Language.
Noon.	
Reading.	.....
.....	Reading.
Writing or Drawing.	
Music and Calisthenics daily.	

MODEL PROGRAM

For Fourth to Eighth Grades, both inclusive.

A.	B.
Arithmetic.	.....
.....	Arithmetic.
Writing or Drawing.	
Recess.	
Oral and Observation lessons.	
Language (Grammar).	.....
.....	Language (Grammar).
Noon.	
Geog. (U. S. History).	.....
.....	Geog. (U. S. History).
Recess.	
Reading.	.....
.....	Reading.
Music and Calisthenics daily.	

Teachers are requested to follow this program where it is possible to do so.

NEW BUILDINGS.

The buildings now in course of construction are the Hewitt street school house of eight rooms located just south of East First street (this takes the place of a four-room building unfit for use); the Ann, the Temple and the Breed street houses, all of which are being raised and made into eight-room buildings.

The Spring street house has been entirely inadequate for the large number of pupils residing near the center of the city so that during a part of the past year we were obliged to have six schools in that building (300 children) on half-day time. By gaining four rooms on Hewitt street and by readjusting the district lines of the Spring and Hewitt street districts, it was supposed that there would be accommodations sufficient to give all children full day time.

But on the re-opening of schools (Oct. 5th, 1891,) we found it still necessary to conduct some half-day schools at the Spring street house, notwithstanding it is the largest house (12 rooms) in the city.

Because of this lack of room in this quarter and because business is fast surrounding the building, it is respectfully suggested that the Spring street site and building be sold and two sites, one east and one west of Main street be purchased instead, and an eight-room building be erected on each site, thereby gaining four rooms in this vicinity.

Grateful for past courtesies and support, the above is respectfully submitted.

W. M. FRIESNER,
Superintendent.
A. E. BAKER,
Deputy Superintendent.



NEW HIGH SCHOOL BUILDING FOR THE CITY OF LOS ANGELES CALIFORNIA.



SCHOOL DIRECTORY

1891-1892



W. M. FRIESNER, A. M., Superintendent.
A. E. BAKER, A. M., Deputy Superintendent.

OFFICE: City Hall, Broadway.
OFFICE HOURS: 8:30 A. M. to 4:30 P. M.

District No. 1

ARROYO STREET SCHOOL
Corner Cypress Street.

	ADDRESSES	Years of Experience
1. Miss Mary A. Lang	237 S. Sichel st	1

District No. 2

SWAIN STREET SCHOOL
Cor. N. Griffin Avenue.

2. Miss Mary E. McGraw	Garvanza	10

District No. 3

CHESTNUT ST. SCHOOL
Near Pasadena Avenue.

3. Miss Mary A. Henderson (Principal.)	813 Downey ave	9
4. Miss Nellie A. Prior	229 N. Sichel st	1
5. Miss Millie M. Cox	124 S. Daly st	2
6. Mr. James W. Henry	834 Pasadena ave	3

District No. 4

HELLMAN STREET SCHOOL
Corner Pasadena Avenue.

7. Mrs. Mary L. Swizer	330½ S. Spring st	4
8. Miss Nellie E. Clark	906 Darwin ave	1
9. Miss Emma L. Angier	119 N. Daly st	9
10. Miss Janet M. Henderson (Principal.)	813 Downey ave	17
11. Miss Ida M. Mier	809 Downey ave	10
12. Mrs. Minnie J. Greenman	231 Hamilton st	13
13. Miss Emma Griffiths	459 S. Olive st	15
14. Mrs. Gertrude D. Croft	201 N. Sichel st	9
15. Miss Frances V. Harrow	242 S. Hayes st	5

Years in Los Angeles	Certificate Date of Expiration	Rooms	Classes	Desks
0	G. Jan'y,'94	1	B1, A1, B2, A2.	49
6	G. June,'94	1	B1, A1, B2, A2.	48
6	G. Jan'y,'93	3	B1, A1.	52
0	G. Jan'y,'92	4	B2, B3	45
1	G. Jan'y,'93	2	A3, B4.	48
0	P. June, '93	1	A4, B5, A5.	50
1	Kindergarten	1	Kindergarten	
1	Kindergarten	1	Kindergarten	
0	G. June, '94	4	B1, A1.	48
7	G. Jan'y,'94	3	A2, B3.	48
0	P. June, '92	2	A3, B4.	48
2	G. Jan'y,'94	5	A4, B5, A5.	48
3	G. June,'94	6	B6, A6.	48
4	G. June,'94	7	B7, A7.	48
4	G. Jan'y,'94	8	B8, A8.	42

District No. 6

GATES STREET SCHOOL

Near Downey Avenue.

		ADDRESSES	Years of Experience
16.	Miss Ella Stoltenberg	1103 Hawkins st	3
17.	Miss Bessie M. Cox	124 S. Daly st	3
18.	Miss Margaret S. Clark	128 N. Johnson st	6
19.	Miss Ella M. Dixon (Principal.)	136 N. Daly st	7

District No. 7

GRIFFIN AVENUE SCHOOL

Near Darwin Avenue.

20.	Miss Helen E. Hunt (Principal.)	115 S. Olive st	10
21.	Miss Mary E. Quayle	622 S. Hope st	7
22.	Miss Lucy D. McConnell	135 N. Griffin ave	8
23.	Mrs. Ida M. Harris	312 S. Griffin ave	12

District No. 8

CASTELAR STREET SCHOOL

Corner College Street.

24.	Miss Marietta Hodgman	2377 Scarff st	2
25.	Miss Lillian Clark	2128 Bonsallo ave	0
26.	Miss Margaret L. Benedict	740 S. Hill st	3
27.	Miss Marion A. Rouse	432 Temple st	7
28.	Miss Alice Reeves	711 Montreal st	4
29.	Mrs. C. G. DuBois (Principal.)	839 Buena Vista st	30
30.	Miss Clara M. Healy	303 W. Seventh st	7
31.	Miss Ella Carothers	223 S. Hill st	7
32.	Mrs. Emma A. Thurston	740 Rosas st	5
33.	Miss Carrie W. Roberts	459 S. Olive st	23

Years in Los Angeles	Certificate Date of Expiration	Rooms	Classes	Desks
2	G. Jan'y,'92	1	B1, A1, B2.	48
1	G. Jan'y,'93	2	A2, B3, A3.	48
1	G. June, '93	3	B5, A5.	48
4	G. Jan'y,'93	4	B6, A6.	48
4	G. Jan'y,'94	3	B1, A1.	48
2	P. June, '92	1	B2, A2	48
7	P. June, '92	2	B3, A3.	50
0	P. June, '93	4	B4, A4.	49
1	Kindergarten	9	Kindergarten	
0	Kindergarten	9	Kiudergarten	
2	G. Jan'y,'92	1	B1.	48
3	G. Jan'y,'92	2	B1.	48
3	G. June, '93	3	A1.	48
19	L. D.	4	B2, A2.	48
1	G. Jan'y,'94	5	B2, A2.	48
1	G. Jan'y,'94	6	B3, A3.	48
1	P. Jan'y, '93	7	A3, B4.	48
7	G. Jan'y,'92	8	A4, B5, A5.	48

District No. 9

SAND STREET SCHOOL
Near Castelar Street.

	ADDRESSES	Years of Experience.
34. Miss Mary A. Cook	429 W. Second st	10
35. Miss Ernestine Machold	P. O. Box 1376	11
36. Miss Mae Owen	625 S. Pearl st	10
37. Mrs. M. A. P. Smith	403 N. Broadway	19
38. Miss Cecilia Auld	340 Buena Vista st	15
39. Miss Augusta Root	137 S. Hill st	7
40. Mr. J. B. Millard (Principal.)	1255 Ionia st	13
41. Miss Blanche E. Leviele	231 N. Hope st	9

District No. 10

ALPINE STREET SCHOOL
Corner Centennial Street.

42. Miss Mary L. Hays	555 Fremont ave	2
43. Miss Cora S. Slack (Principal.)	340 Buena Vista st	16
44. Miss Olivia Day	700 Montreal st	5
45. Miss Regina Weinshank	145 San Pedro st	10

Years in Los Angeles.	Certificate Date of Expiration	Rooms	Classes	Desks
4	G. Jan'y,'94	1	B1, A1.	50
1	P. June, '92	2	B2, A2.	50
0	G. Jan'y,'92	3	B3, A3.	50
14	P. June, '92	4	B4, A4.	48
7	G. June, '94	5	B5, A5.	49
3	G. June, '92	6	B6, A6.	49
3	G. Jan'y,'92	7	B7, A7.	48
4	G. Jan'y,'94	8	B8, A8.	48
1	G. Jan'y,'93	1	B1, A1.	48
7	G. Jan'y,'94	2	B2, A2.	48
3	G. Jan'y,'93	3	B3, A3.	48
9	G. June, '92	4	B4, A4, B5.	48

	ADDRESSES	Years of Experience
District No. 11		
TEMPLE STREET SCHOOL Near Edgeware Road.		
46. Miss Annie M. Junkin	637 S. Hill st	1
47. Miss E. A. Mercer	457 S. Hill st	0
48. Miss Rose H. Hardenberg (Principal.)	331 W. Second st.	14
49. Miss Alpha O. McIlmoil	557 San Pedro st	1
50. Miss May Egan	1525 Rockwood st	3
51. Miss Lizzie B. Oliver	627 W. Fourth st	4
52. Miss Josie McKellar	340 Buena Vista st	11
53. Miss Leonora Hassler	1008 Temple st	6
District No. 12		
GRAFTON STREET SCHOOL Near Edgar Street.		
54. Mrs. Kate Brodbeck	1037 Alpine st	16
District No. 13		
CASCO STREET SCHOOL Corner Temple Street.		
55. Mrs Grace B. Clarke (Principal.)	257 Ohio st	6
56. Miss Helen Sullivan	Prospect Park	2

Years in Los Angeles	Certificate Date of Expiration	Rooms	Classes	Desks
1	Kindergarten	1	Kindergarten	
0	Kindergarten	1	Kindergarten	
2	G. Jan'y,'93	4	B1, A1, B2.	49
0	G. Jan'y,'93	2	A2, B3.	49
0	G. June, '92	3	A3, B4.	49
2	G. Jan'y,'94	5	A4, B5, A5.	48
0	P. June, '92	6	B6, A6, B7.	48
4	G. Jan'y,'93	7	A7, B8, A8.	48
1	P. June, '92	1	B1, A1, B2, A2.	48
1	G. Jan'y,'93	1	B1, A1, B2.	48
0	G. Jan'y,'92	2	A2, A3, B4.	48

	ADDRESSES	Years of Experience
District No. 14		
UNION AVENUE SCHOOL		
Near W. First Street.		
57. Miss N. Ellen Reavis	1306 Douglas st	3
58. Miss Esther E. Jepson	559 S. Flower st	4
59. Miss Agnes M. Blakeley	449 N. Belmont ave	2
60. Mr. G. H. Chilcote (Principal.)	1645 W. First st	2
District No. 15		
FREMONT AVENUE SCHOOL		
Near W. Second Street.		
61. Miss Mary A. Richardson	601 Temple st	4
62. Miss Anna S. Lynch	1322 Georgia Bell st	1
63. Miss Lizzie C. Shultz	922 W. Sixth st	21
64. Miss Rachel H. Jamison	130 Witmer st	2
65. Miss Esther L. Strauss (Principal.)	301 N. Broadway	15

Years in Los Angeles	Certificate Date of Expiration	Rooms	Classes	Desks
1	G. Jan'y,'92	1	B1, A1.	48
0	G. Jan'y,'92	2	B2, A2, B3.	48
1	G. Jan'y,'93	3	A3, A4, B5.	48
1	G. June, '94	4	A5, B6, A6.	48
1	Kindergarten	1	Kindergarten	
1	Kindergarten	1	Kindergarten	
3	P. Jan'y, '93	4	B1, A1, A2.	48
0	G. Jan'y,'92	3	B2, B3, A3.	48
3	G. June, '94	2	B4, B5, A5.	48

District No. 16

NORMAL PRIMARY Cor. Fifth and Grand Avenue.	ADDRESSES	Years of Experience
66. Miss Clara Stoltenberg	1103 Hawkins st	7
67. Miss Carrie Reeves	711 Montreal st	3
68. Mrs. Fannie H. Byram (Principal.)	539 S. Olive st	7

District No. 17

SPRING STREET SCHOOL Near Sixth Street.		
69. Miss Olga H. Dorn	676 W. Twenty-third st	7
70. Miss Laura G. Bacon	1629 Santee st	1
71. Miss Helen Henry	316½ S. Spring st	10
72. Mrs. N. F. W. Pond	403 S. Grand ave	24
73. Miss Eliza Bengough	109 W. Fourteenth st	31
74. Miss Rosalie Lazard	618 W. Seventh st	1
75. Miss Nora L. Desmond	937 S. Hill st	5
76. Miss Minnie Devin	838 S. Olive st	7
77. Mrs. Nellie C. Rorick	141 W. Seventeenth st	3
78. Mrs. Ella J. Betts	929 S. Broadway	17
79. Miss Mabel Rorick	622 S. Main st	7
80. Miss Mollie A. O'Connor	138 N. Bunker Hill ave	6
81. Miss Alma Wallace	604 S. Grand ave	13
82. Miss Eleanor M. Joy	540 S. Hope st	3
83. Miss Nellie F. Ray	237 S. Broadway	11
84. Mr. Charles L. Ennis (Principal.)	252 E. Fifth st	21

Years in Los Angeles.	Certificate Date of Expiration	Rooms	Classes	Desks
7	G. June, '93	1	B1, A1.	49
1	G. Jan'y,'92	2	B2, A2, B3.	47
5	G. June, '92	3	A3, B4, A4.	49
1	Kindergarten	6	Kindergarten	
1	Kindergarten	6	Kindergarten	
7	G. June, '93	1	B1, A1, A. M.	49
10	L. D.	1	B1, A1, P. M.	49
11	L. D.	3	B2, A2, A. M.	49
1	G. June, '92	3	B2, A2, P. M.	49
4	G. June, '93	4	B3, A3.	48
5	G. June, '92	5	B3, A3.	48
1	P. June, '92	7	B4, A4.	48
3	G. Jan'y,'92	9	A4, B5.	48
4	G. Jan'y,'93	11	A5, B6.	48
1	G. June, '92	12	B6, A6.	48
0	G. Jan'y,'92	8	A6, B7.	48
2	G. Jan'y,'93	10	B7, A7.	48
9	G. June, '94	2	B8, A8.	48
2	H. S. Jan'y,'94			

District No. 18

EIGHTH STREET SCHOOL
Corner Grand Avenue.

		ADDRESSES	Years of Experience
85.	Miss Minnie S. Baxter	227 S. Olive st	8
86.	Miss Belle Sharpe	739 S. Flower st	3
87.	Miss Elizabeth J. Gibson, (Principal.)	849 S. Hope st	22
88.	Mrs. Earl Parsons	315 W. Sixth st	6
89.	Miss Mattie H. Wilson	849 S. Hope st	9
90.	Miss Sara C. Reese	Station D	11
91.	Miss Nellie Shiue	554 S. Pearl st	7
92.	Miss Anna Stewart	227 S. Olive st	5

District No. 19

TENTH STREET SCHOOL
Near Vernon Street

93.	Miss Esther McCleave	439 S. Hill st	16
94.	Miss Belle McFadden	Station D	5
95.	Miss Lizzie B. Moore (Principal.)		8
96.	Miss Maggie O'Donoughue,	626 W. Fifteenth st.	15

District No. 20

SIXTEENTH ST. SCHOOL
Near Hill Street.

97.	Miss Anna S. Griswold	327 W. Twenty-first st.	9
98.	Miss N. J. Miller	1033 S. Pearl st	19
99.	Miss Bertha E. Gordon (Principal.)	P. O. Box 658	15
100.	Miss Ida M. McCormack,	325 W. Seventeenth st.	6
101.	Miss Helen O. Anderson,	1515 S. Hope st	10
102.	Mrs. Jennie L. Throop	201 W. Twenty-third st.	5
103.	Miss Mary E. Bear	2016 S. Main st	14
104.	Miss Katharine C. Carr	145 W. Adams st	2

Years in Los Angeles	Certificate Date of Expiration	Rooms	Classes	Desks
8	P. Jan'y '93	1	B1, A1.	54
1	P. Jan'y,'93	3	B2, A2.	54
10	G. June, '92	4	B3, A3.	49
1	P. June, '93	6	B4, A4.	49
6	G. June, '93	8	B5, A5.	49
11	G. Jan'y,'94	7	B6, A6.	51
3	G. Jan'y,'94	5	B7, A7.	45
2	G. Jan'y,'94	2	B8, A8.	45
1	G. June, '93	3	B1, A1, B2.	48
1	G. June, '93	2	A2, B3, A3.	48
2	P. Jan'y,'93	1	B4, A4, B5.	48
2	P. Jan'y,'93	4	A5, B6, A6.	47
3	G. Jan'y,'93	1	B1, A1.	49
4	G. June, '94	2	B2, A2.	49
5	H. S. June, '97	4	B3, A3.	49
4	G. Jan'y,'93	3	B4, A4.	49
4	G. Jan'y,'94	5	B5, A5.	48
3	G. Jan'y,'92	6	B6, A6.	48
3	G. Jan'y,'92	2	B7, A7.	48
0	G. June, '94	8	B8, A8.	42

District No. 21

SEVENTEENTH ST. SCHOOL Cor. Georgia Bell Street.	ADDRESSES	Years of Experience.
105. Miss Nettie M. Dick..	....L st., Pico Heights.....	16
106. Miss Eliza P. Myrick	.....937 W. Eighteenth st...	9
107. Miss Clara Bruere	.....644 W. Sixteenth st.....	15
108. Miss Edith M. Joy (Principal.)	.....540 S. Hope st.....	6

District No. 22

THIRTIETH ST. SCHOOL Near Main Street.		
109. Miss Julia Bruere	.....644 W. Sixteenth st.....	1
110. Mrs. Frances Mackey	.....404 Amelia st.....	1
111. Miss Nellie M. Fitzmier	...80? W. Thirty-second st	7
112. Miss Harriet Cory	.....2424 S. Hope st.....	3
113. Mrs. Sarah R. Lotshar	.....University.....	6
114. Mrs. Lizzie A. West	.....3118 Figueroa st.....	4
115. Miss Alice C. Gray	.....University.....	7
116. Mrs. Pem H. Munday	.....334 West 23d st.....	8
117. Mr. M. C. Bettinger (Principal.)	.....460 East 28th st.....	9

District No. 23

SAN PEDRO ST. SCHOOL Near Washington Street.		
118. Miss Jeannette Havemann	..133 West 25th st.....	1
119. Miss M. Alice Blackinton,	632 S. Spring st.....	1
120. Miss Lizzie F. Keller	.....224 West 22d st.....	15
121. Miss Fidelia A. Anderson, (Principal.)	126 West 27th st.....	15
122. Miss Charlotte Knoch	.....137 S. Broadway.....	1

Years in Los Angeles	Certificate Date of Expiration	Rooms	Classes	Desks
4	G. June, '93	2	B1, A1.	49
4	G. Jan'y,'94	3	B2, A2, B3.	48
6	G. June, '92	4	A3, B4, A4.	48
2	G. Jan'y,'94	1	B5, A5, B6.	49
1	Kindergarten	4	Kindergarten	
1	Kindergarten	4	Kindergarten	
4	G. June, '92	2	B1, A1.	49
1	G. Jan'y,'94	3	B2, A2.	49
0	P. Jan'y,'93	5	B3, A3.	48
1	P. June, '92	6	A4, B5.	48
4	G. June, '92	7	B4, A5.	48
3	G. Jan'y,'92	8	B6, A6.	48
6	G. June, '93	1	B7, A7, B8.	42
1	Kindergarten	3	Kindergarten	
1	Kindergarten	3	Kindergarten	
8	G. June, '93	4	B1, A1.	48
2	G. Jan'y,'94	2	B2, A2, B3.	48
0	G. Jan'y,'94	1	A3, B4, A4.	48

District No. 24

STAUNTON AVE. SCHOOL Near Sixteenth Street.	ADDRESSES	Years of Experience
123. Miss Mary S. Murphy	325 S. Hill st	4

District No. 25

SEVENTH STREET SCHOOL
Corner Lemon Street.

124. Miss Ella H. Kane	113 E. Third st	4
125. Miss Eugenia L. Hobbs	556 S. Hill st	13
126. Miss Louisa L. Williamson	727 Central ave	6
127. Miss Mary E. Foy (Principal.)	651 S. Pearl st	4

District No. 26

NINTH STREET SCHOOL
Corner Stanford Avenue.

128. Miss Fannie M. Lawton	739 S. Broadway	2
129. Miss Elsie Hasse	325 S. Hill st	0
130. Miss Cora M. Getchell	537 Regent st	7
131. Miss Estelle Cowan	824 W. Tenth st	4
132. Mrs. Emma A. Hanchette, (Principal.)	646 S. Hill st	16
133. Miss Kate E. Desmond	937 S. Hill st	3
134. Miss Carrie M. Blanford	217 W. Thirtieth st	2
135. Miss Hattie F. Taylor	215½ S. Hill st	4
136. Miss Emma G. Kane	113 E. Third st	7
137. Miss Mary F. Claypool	717 W. Eleventh st	11

Years in Los Angeles	Certificate Date of Expiration	Rooms	Classes	Desks
3	G. Jan'y,'92	1	B1, B2, A2, B3, A3.	48
2	G. Jan'y,'93	1	B1, A1.	48
1	G. Jan'y,'93	2	A2, B3, A3.	48
4	G. Jan'y,'93	3	B4, A4, B5.	48
3	G. Jan'y,'93	4	A5, B6, A6.	48
0	Kindergarten	1	Kindergarten	
0	Kindergarten	1	Kindergarten	
4	G. June, '92	2	B1, A1, A. M.	49
1	G. June, '94	2	B1, A1, P. M.	49
4	G. Jan'y,'94	4	B2, A2.	49
1	G. Jan'y,'92	3	A2, B3.	49
1	G. June, '93	5	A3, B4.	48
3	G. Jan'y,'94	6	A4, B5.	48
1	G. Jan'y,'93	7	A5, B6, A6.	42
1	G. Jan'y,'94	8	B7, A7, B8.	42

District No. 27

HEWITT STREET SCHOOL Near E. First Street.	ADDRESSES	Years of Experience
138. Miss Nettie L. Getchell	537 Regent st	11
139. Miss Nora Tracy	2013 S. Main st	8
140. Miss M. Bessie Davis	439 S. Hill st	5
141. Miss Louise A. Williams (Principal.)	401 S. Hope st	6
142. Miss Marie H. Perry	P. O. Box 1967	5
143. Mrs. Ella F. O'Gorman	229 N. Broadway	9
144. Mr. W. J. Fitzgerald	1842 S. Main st	11
145. Mrs. Dora H. Broadwell	215 N. Broadway	12

District No. 28

AMELIA STREET SCHOOL Near Jackson Street.		
146. Miss Nellie G. Oliver	730 W. Beacon st	5
147. Miss Ruby Tullis	217 E. Washington st	2
148. Mrs. Laura M. Fortson	1038 Overton st	16
149. Miss Mary Deacon	439 S. Hill st	8
150. Miss Mary F. King	University	5
151. Miss Vesta A. Olmstead (Principal.)	235 S. Broadway	6
152. Miss Kate J. Brown	312 S. Hill st	10
153. Miss Mary E. Stewart	P. O. Box 814	7
154. Miss Mary B. Alexander	626 S. Grand ave	4

Years in Los Angeles	Certificate Date of Expiration	Rooms	Classes	Desks
10	G. June, '93	1	B1, A1, A. M.	51
4	G. Jan'y,'92	1	B1, A1, P. M.	51
0	G. Jan'y,'92	2	B2, A2, P. M.	48
4	G. June, '94	2	A2, B3, A. M.	48
2	G. Jan'y,'94	3	A3, B4, A. M.	51
3	G. Jan'y,'94	3	B4, A4, P. M.	51
0	G. June, '94	4	B5, A5, B6, A. M.	48
3	G. June, '93	4	A6, B7, A7, P. M.	48
1	Kindergarten	3	Kindergarten	
0	Kindergarten	3	Kindergarten	
4	G. Jan'y '94	2	B1.	49
2	P. June, '93	1	B1, A1.	49
0	G. June, '93	5	B2, A2.	49
4	G. June, '92	4	A2, B3.	48
1	P. Jan'y,'93	6	B3, A3.	48
4	G. June, '92	7	B4, A4.	48
1	G. Jan'y,'94	8	B5, A5, B6.	48

District No. 29

ANN STREET SCHOOL
Cor. Magdalena Street

		ADDRESS	Years of Experience
155.	Miss Luna Murphy	931 Maple ave	1
156.	Miss Mary E. Lockwood	25 S. Water st	1
157.	Miss Bertha S. Wilkins	750 New Depot st	7
158.	Miss Jennie C. Gould	163 N. Daly st	17
159.	Miss Adelaide O. Vose	223 S. Hill st	11
160.	Mrs. M. A White (Principal)	1201 Buena Vista st	16
161.	Miss Maud Miles	1627 Ingraham st	3
162.	Miss Corinne Lynch	1322 Georgia Bell st	10
163.	Mrs. E. M. Sherwood	654½ S. Main st	13

District No. 30

MACY STREET SCHOOL
Cor. Brooklyn Avenue.

164.	Miss Jeanne Ross	330½ S. Spring st	24
165.	Miss Mary McDonald (Principal.)	1001 Buena Vista st	9
166.	Miss Ida L. Hall	331 W. Second st	8
167.	Miss Margaret E. Glick,	1523 Temple st	11

Years in Los Angeles	Certificate Date of Expiration	Rooms	Classes	Desks
1	Kindergarten	Church	Kindergarten	
1	Kindergarten	Church	Kindergarten	
3	P. June, '92	1	B1, P. M.	49
5	G. Jan'y,'92	1	B1, A1, A. M.	49
1	G. June, '92	2	B2. P. M.	49
5	G. June, '93	2	A2, B3, A. M.	48
1	G. June, '94	3	A3, B4, P. M.	48
2	P. Jan'y,'93	3	A4, B5, A5, A. M.	48
0	G. Jan'y,'92	4	B6, A6, B7.	42
9	L. D.	3	B1.	48
4	G. June, '93	1	A1, B2.	50
3	G. Jan'y,'94	2	A2, B3, A3.	49
3	P. Jan'y, '93	4	B4, A4, A5.	48

District No. 31

CORNWELL ST. SCHOOL
Cor. Sheridan street.

		ADDRESS	Years of Experience
168.	Miss Alice T. de Hart	1302½ S. Spring st	2
169.	Miss Ada B. Marsh		0
170.	Miss Kate McCarthy (Principal)	125 W. Fourth st	7
171.	Miss Alice J. Cushing	312 S. Hill st	5
172.	Miss Alberta Shrimplin	Station B	2

District No. 32

BREED STREET SCHOOL
Cor. New York street.

173.	Miss Grace J. Hutchins	1233 S. Olive st	2
174.	Miss Lucy Wurtz	2320 New York ave	6
175.	Miss Grace Murdoch	2537 E. First st	12
176.	Mrs. Maggie J. Henry (Principal.)	2603 Pennsylvania ave.	18
177.	Miss Anna R. Hanlon	1328 S. Hope st	3
178.	Miss Ida M. Williams	459 S. Olive st	11
179.	Miss Lizzie A. McKenzie	644 S. Flower st	11
180.	Miss Anna C. Murphy	325 S. Hill st	11

District No. 33

FIRST STREET SCHOOL
Cor. Savannah Street.

181.	Miss Maria Murdoch (Principal.)	2537 E. First st	16
182.	Mrs. Kate L. Madden	2625 Michigan ave	1

Years in Los Angeles	Certificate Date of Expiration	Rooms	Classes	Desks
1	Kindergarten	1	Kindergarten	
0	Kindergarten	1	Kindergarten	
4	G. Jan'y '94	4	B1, A1, B2.	48
2	G. Jan'y,'93	3	A2, B3, A3.	48
1	P. Jan'y, '93	2	B4, A4, B5.	48
1	Kindergarten	1	Kindergarten	
0	Kindergarten	1	Kindergarten	
7	G. June, '94	2	B1, A1, B2.	49
2	G. June, '93	4	A2, B3, A3.	49
0	G. Jan'y,'92	3	B4, B5.	49
3	G. June, '92	5	A5, B6.	48
3	G. Jan'y,'92	6	A6, B7.	48
4	G. Jan'y,'94	7	A7, B8, A8.	48
8	G. June, '93	1	B1, A1, B2.	49
2	G. June, '92	2	A2, A3, A4.	48

HIGH SCHOOL Castelar and Rock Streets.	ADDRESSES	Years of Experience
183. Miss Agnes M. McLean	526 Court st	8
184. Mr. Lewis S. Thorpe	253 S. Hill st	2
185. Mr. S. G. Lehmer	439 Lyell st	12
186. Miss Margaret A. Huston,	717 W. Eleventh st	19
187. Miss Katharine C. Wambold,	622 S. Hope st	5
188. Miss Genevieve Sharpe	739 S. Flower st	16
189. Miss Clara Lillibridge	331 W. Second st	17
190. Miss Lovisa J. Kendall	301 N. Broadway	16
191. Miss Florence A. Dunham,	301 N. Broadway	19
192. Miss Helen W. Davis	109 W. Ann st	14
193. Mrs. Margaret J. Frick	530 Court st	16
194. Miss M. Helen Wooster	309 Court st	18
195. Miss Alma S. Brigham	331 Court st	18
196. Mrs. Mary L. Chapman	3404 Figueroa st	15
197. Miss Elizabeth A. Packard, (Principal.)	346 S. Broadway	16

Years in Los Angeles	Certificate Date of Expiration	Rooms	Classes
6	Special June,'93	4	Calisthenics
0	H. S. June,'97	36	Chem. and Phys. Geog.
0	H. S. June,'97	8	Physiology and Zoology
3	H. S. June,'92	14	History
1	H. S. June,'94	3	Mathematics
5	H. S. June,'92	19	Mathematics
3	H. S. June,'92	31	Mathematics
2	G. Jan'y, '93	15	English and Drawing
8	H. S. Jan'y,'92		
2	H. S. Jan'y,'97	2	English
6	H. S. Jan'y,'94	30	English
7	H. S. June, '92	16	Greek and Latin
2	H. S. June, '92	25	Latin
8	H. S. Jan'y,'92	32	Physics and Astronomy
16	H. S. Jan'y,'93	11	Literature

NIGHT SCHOOL Broadway and Sixth Street.	ADDRESSES	Years of Experience
198. Mr. George D. Howland. (Principal.)	414 S. Hill st.	8
199. Mr. W. H. Lyon	750 S. Olive st.	7

SPECIAL TEACHERS.

200. Mrs. C. P. Bradfield (Principal Drawing.)	946 S. Hope st.	26
201. Mr. L. B. Lawson (Principal Writing.)	P. O. Box 734	15
202. Mrs. Nora D. Mayhew (Principal Kindergartens.)	676 W. 23d st.	14

Years in Los Angeles	Certificate Date of Expiration	Rooms
4	H. S. July,'92	2
0	G. June, '94	8
10	Spec. Jan'y,'92	All
4	Spec. June, '93	All
2	Kindergarten	All

JANITORS FOR 1891-92.

1.	Arroyo Street	School,	Miss Florence Gould, 123 Edith ave.
2.	Swain "	"	Mr. J. T. Gould, 123 Edith ave.
3.	Chestnut "	"	Mrs. E. F. Hastings, 413 Well st.
4.	Hellman "	"	Mrs. Teresa Small, 168 Hellman st.
6.	Gates "	"	Mrs. Amelia Aisenpreis, 512 Barbee st.
7.	Griffin Avenue	"	Mrs. C. Gillingham, 232 S. Johnson st.
8.	Castelar Street	"	Mrs. Inez Tapia, 828 Castelar st.
9.	Sand "	"	Mrs. Sophia Miller, 719 Montreal st.
10.	Alpine "	"	Mrs. H. E. Shaw, 819 Ramona st.
11.	Temple "	"	Mrs. Emma Sherman, 1267 Temple st.
12.	Grafton "	"	Miss Rosa Garcia, —— Grafton st.
13.	Casco "	"	Mrs. Edward Porter, —— Ida st.
14.	Union Avenue	"	Mrs. E. Churchill, 1645 W. First st.
15.	Fremont "	"	Miss Annie Fogarty, 356 S. Pearl st.
17.	Spring Street	"	Mr. John McGinley, 754 Helena ave.
18.	Eighth "	"	Mrs. Helen Biller, 732 S. Grand ave.
19.	Tenth "	"	Mrs. Dorothea Carlson, 1020 Blaine st.
20.	Sixteenth "	"	Mr. John Williams, 231 W. 15th st.
21.	Seventeenth St.	"	Mrs. K. Woodbine, 1035 W. 18th st.
22.	Thirtieth Street	"	Mrs. S. B. Green, 215 Fremont ave.
23.	San Pedro "	"	Mr. P. O. Wicklund, 814 San Julian st.
24.	Staunton Avenue	"	Mr. Jacob Golish, —— Sixteenth st.
25.	Seven Street	"	Mrs. Anna Pickard, 638 Mimosa st.
26.	Ninth "	"	Mr. Enos B. Bailey, 1398 Newton st.
27.	Hewitt "	"	Mrs. A. McGilvray, 120 Hewitt st.
28.	Amelia "	"	Mr. L. McPherson, 2022 Atlantic st.
29.	Ann "	"	Mrs. Addie Barthel, 132 W. Elmyra st.
30.	Macy "	"	Mrs. Edw. Hickey, 1416 Basil st.
31.	Cornwell Street	"	Mr L. Belvin, 223 N. St. Louis st.
32.	Breed "	"	Mr. S. H. Sewell, 2101 E. First st.
33.	First "	"	Mrs. A. Donnell, 2009 E. First st.
34.	High School.....		Mr. C. H. Axtell, 414 Castelar st.
35.	Supt. of Buildings.....		Mr. A. A. Henry, 203 W. 28th st.
36.	Ass't Supt. Buildings...		Mr. Geo. Mannon, 526 College st.
37	Gardener.....		Mr. H. B. Irey, 1135 Court st.

ANNUAL REPORT

OF THE

BOARD OF EDUCATION

AND

CITY SUPERINTENDENT OF SCHOOLS,

WITH THE

RULES AND REGULATIONS AND COURSE OF STUDY OF THE PUBLIC SCHOOLS OF THE CITY OF LOS ANGELES.

1891-1892.

LOS ANGELES, CAL.
WILL BEACH, STATE TREASURY PRINTING OFFICE.
1892.

1892

CITY BOARD OF EDUCATION

Office, City Hall, Los Angeles, California.

DR. B. F. KIERULFF, PRESIDENT. A. E. BAKER, CLERK.

I.	R. H. BOAL,	149 So. Broadway
II.	M. C. MARSH,	212 New High St.
III.	JOHN MANSFIELD,	414 W. 4th St.
IV.	T. J. DAVIS,	15 Cal. Bank Bldg.
V.	MRS. M. HUGHES,	St. James Park
VI.	B. F. KIERULFF,	107 No. Spring St.
VII.	C. E. CROWLEY,	235 So. Los Angeles St.
VIII.	G. D. ROBERTS,	Wells, Fargo & Co.
IX.	D. C. BARBER,	2101 E. First St.

Standing Committees.

Finance—Messrs. MANSFIELD, DAVIS and ROBERTS.
Buildings—Messrs. BARBER, MARSH and CROWLEY.
Furniture and Supplies—Messrs. BOAL, MARSH and MRS. HUGHES.
Teachers and Salaries—Mrs. HUGHES, Messrs. CROWLEY, BOAL, MARSH and BARBER.
Rules and Classification—Mrs. HUGHES, Messrs. CROWLEY, BOAL, MARSH and BARBER.
Janitors and Printing—Messrs. MARSH, BOAL, Mrs. HUGHES.
Visiting—Messrs. ROBERTS, DAVIS and MANSFIELD.
Insurance—Messrs. DAVIS, CROWLEY and ROBERTS.
Ways and Means—Messrs. CROWLEY, MANSFIELD, DAVIS.

Regular meetings of the Board in City Hall, on first and third Mondays of calendar month at 7.30 p. m.

Teachers' Committee will meet at 4 p. m. in Superintendent's office, room 25 City Hall, on Saturdays preceding regular meetings of the Board.

Finance Committee will meet in Superintendent's office at 2 p. m. on Saturdays preceding regular meetings of the Board. All claims not before the Committee then will be laid over to the next meeting.

The City Superintendents of Schools have been:

DR. W. T. LUCKY	1873 to 1876
C. H. KIMBALL	1876 to 1880
MRS. C. B. JONES	1880 to 1881
J. M. GUINN	1881 to 1883
L. D. SMITH	1883 to 1885
W. M. FRIESNER	1885 to ....

FINANCIAL REPORT

OF THE CLERK OF THE

BOARD OF EDUCATION

1891-1892.

RECEIPTS.

Balance July 1st, 1891	$ 5296.74	
From State	106252.50	
From County	31800.00	
From City	59537.49	
Miscellaneous	1219.40	
		$204106 13

EXPENDITURES.

Teachers' Salaries	$148087.90	
Janitors' Salaries	12515.50	
Buildings	34012.14	
Sites (Hayes St. Site)	2700.00	
Repairs — Labor $1851.80; Hardware 787.93; Lumber, Brick 1286.34	3926 07	
Furniture	1063.90	
Supplies — Stationery, etc. $2674.80; Miscellaneous; chemicals, brushes, etc. 942.84	3617.64	
Printing	660.88	
Insurance	851.50	
Gas	588.60	
Sewer Connections	488.90	
Fuel	1500.75	
Retaining Wall, $910.50, and Cement Walk, $342.75 at Union Avenue	1253.25	
Census	595.00	
Library	481.50	
Tuition Fruitland District	275.00	
Street Assessments, Sidewalks, etc	850.02	
Contingents	741 43	
		$214200.98
Amount overdrawn		10103.85
		$204106.13

A. E. BAKER,
Clerk Board of Education.

DETAILED STATEMENT OF RECEIPTS.

1891.			
July	1	Balance	$5296.74
	1	Rent Macy St. School	5.00
Aug.	25	Rent Macy St. School	5.00
	25	Expressage on Kindergarten tables	2.00
	25	Apportionment, City	1793.34
Sept.	15	Apportionment, State	19080.00
	16	Apportionment, City	1752.00
Oct.	3	Rent Macy St. School	10.00
	3	Tuition non-resident pupils	4.50
	8	Demand of F. A. Clark cancelled	30 00
	13	Tuition non-resident pupils	65.00
	26	Apportionment, City	5256.00
	31	Apportionment, City	13140.00
Nov.	6	Tuition non-resident pupils	72.00
	17	Tuition non-resident pupils	13.00
	20	Transfer by City Council	18000.00
	28	Rent Macy St. School	5.00
	28	Tuition non-resident pupils	7.50
Dec	9	Apportionment, City	6570.00
	17	Rent Macy St. School	5.00
	17	Tuition non-resident pupils	65.00
	28	Tuition non-resident pupils	13.50
	22	Transfer by City Council	14000.00
Jan.	7	Apportionment, County	31800.00
	23	Tuition non-resident pupils	15.00
	29	Apportionment, State	40000.00
	29	Tuition non-resident pupils	75.00
Feb.	2	Tuition non-resident pupils	98.95
	2	Sale of old stove	6.00
	4	Salary returned	11.25
	12	Apportionment, City	762.15
	12	High School Commencement	101.75
	12	Tuition non-resident pupils	8.00
	24	Rent Macy St. School	5.00
Mar.	2	Tuition non-resident pupils	21.50
	4	Apportionment, State, Library Fund	548.50
	4	Apportionment, State	27106.00
	7	Tuition non-resident pupils	16.60
	26	Tuition non-resident pupils	65.00
	26	Salary returned	5.00
	26	Rent Swain St. House	5.00
April	15	Apportionment, City	3504.00
	18	Transfer by City Council	12000.00

	29	Apportionment, City	3504.00
May	2	Tuition non-resident pupils	102.10
	7	Tuition non-resident pupils	35.25
	7	Rent Macy St. School	15.00
	23	Apportionment, State	19518.00
June	2	Rent Swain St. House	10.00
	4	Tuition non-resident pupils	104.00
	6	Apportionment, City	5256.00
	20	Transfer by City Council	18000.00
	30	High School Commencement	97.00
	30	Tuition non-resident pupils	109.00
	30	Tuition non-resident pupils	10.50
			$204106.13

DETAILED STATEMENT OF EXPENDITURES.

1891.				
July	6	W. C. Furrey, hardware	$ 13.75	
		W. C. Furrey, hardware	56.65	
		L. A. Lighting Co., gas Night and High Schools	15.20	
		J. W. Robinson, supplies	4.43	
		E. K. Foster, envelopes	25.00	
		W. H. L. Corran, city directory	4.00	
		H. B. Irey, gardener	30.00	
		R. Y. McBride, printing	3.00	
		Times-Mirror Co., advertising	7.80	
July	20	Howe Brothers, repairs City Hall	1.00	
		Fruitland District, tuition	275.00	
		H. B. Irey, gardener	42.50	
		Sunset Telephone Co., telephones	12.00	
		A. E. Baker, filing memoranda contract,	2.00	
		I. H. Weir, hauling furniture	10.00	
		J. P. Brock, horse shoeing	12.00	
		G. C. Sater, blackboards	33.10	
		Rozell Brothers, lumber Sand St.	5.33	
		Lee Brothers, printing	2.25	
		S. Rees, grading Bridge St	250.00	
		W. M. Friesner, superintendent	200.00	
		A. E. Baker, deputy superintendent	125.00	
		A. A. Henry, supt. buildings	110.00	
		G. Mannon, asst. supt. buildings	80.00	
		R. Wankowski, clerk	50.00	
				$ 1370.01
Aug.	3	C. F. Durr, labor	15.00	
		Times-Mirror Co., advertising	18.09	
		Times-Mirror Co., mounting maps	2.50	

		S. H. Sewell, labor	17.50	
		S. H. Sewell, labor	16.50	
		E. T. Cooks, library books	466.80	
		E. T. Cook, lead pencils and blackboard erasers	419.00	
		Scriver & Quinn, paints, etc..	15.25	
		A. Irey, labor	3.00	
		H. B. Irey, gardener	30.00	
		Sunset Telephone Co,, telephones	12.25	
Aug.	17	Harper & Reynolds Co., hardware	40.11	
		W. H. Campbell, labor	14.00	
		W. H. Campbell, labor	11.00	
		DeCamp Lumber Co., lumber	161.29	
		C. F. Durr, labor	30.00	
		So. Cal. Music Co., cartage	5.00	
		A. E. Senseney, brick work on water closets	98.00	
		S. I. Hass, architect's fees Breed and Temple St	391.50	
		Harper & Reynold's Co., hardware	21 90	
		Lazarus & Melzer, supplies	.50	
		H. B. Irey, gardener	30.00	
		W. R. Phelps, first payment Breed St. School	1270.00	
		C. F. Hayward, harness repairs	1.50	
		S. H. Sewell, labor	22.00	
Aug.	24	W. M. Friesner, superintendent	200.00	
		A. E. Baker, deputy superintendent	125.00	
		A. A. Henry, supt. buildings	110.00	
		G. Mannon, asst. supt. buildings	80.00	
		R. Wankowski, clerk	50.00	
				$ 3677.69
Sept.	7	Sunset Telephone Co., telephones	$ 12.00	
		Rozell Brothers, lumber Temple St.	259.68	
		Rozell Brothers, lumber Breed St	200.75	
		Rozell Brothers, lumber 8th and 30th Sts.	21.73	
		W. R. Phelps, 2d payment Breed Street School (1st part)	670.00	
		W. R. Phelps, 2d payment Breed Street School (2nd part)	600.00	
		W. R. Phelps, 1st payment Temple St. School	1175.00	
		C. H. Axtell, closets Breed St. School	57.05	
		E. T. Cook, pencils, pens and ink	278.60	
		E. T. Cook, library books	14.70	

		E. T. Cook, crayon	76.00	
		Times-Mirror Co., advertising	8.17	
		Harper & Reynolds Co, hardware	6.30	
		W. H. Campbell, labor	36.00	
		C. F. Durr, labor	10.00	
		C. F. Durr, labor	28.75	
		S. C. Foy, supplies	2.70	
		Neuner & Mills, letter heads	8.75	
		W. B. Irey, gardener	45.00	
		W. C. Furrey, hardware	54.32	
Sept.	21	W. R. Phelps, 2d payment Temple St. School	1175.00	
		A. Aten, labor	46.00	
		W. H. Campbell, labor	22.00	
		S. H. Sewell, labor	16.50	
		S. H. Sewell, labor	44.00	
		G. King, labor	26.25	
		H. B. Irey, gardener	30.00	
		J. W. McCann, horse shoeing	8.15	
		J. A. Bloeser, carpet cleaning	7.20	
		Hellman, Waldeck & Co., penholders and slate pencils	34.40	
		W. M. Friesner, superintendent	200.00	
		A. E. Baker, deputy superintendent	125.00	
		A. A. Henry, supt. buildings	110.00	
		G. Mannon, asst. supt. buildings	80.00	
		R. Wankowski, clerk	50.00	
Sept.	29	Stella C. McLaughlin, Hayes St. site	2700.00	
		M. B. Terry, Union ave. retaining wall	10.00	
		I. H. Harmon, Union ave. retaining wall,	36.00	
		J. G. Evans, Union ave. retaining wall	13.00	
		C H. Axtell, Union ave. retaining wall	24.00	
		W. H. Morris, Union ave. retaining wall,	16.00	
		W. E. Harmon, Union ave. retaining wall,	6.00	
		W. Rogers, moving closets Garey St	5.00	
				$ 8350.00
Oct.	5	H. B. Irey, gardener	30.00	
		Stoll & Thayer, supplies	3.25	
		Stoll & Thayer, Kindergarten material, lead pencils, foolscap, envelopes	884.26	
		Sunset Telephone Co., telephones	12.00	
		S. M. Perry Co., closets Hellman St. school	180.13	
		S. M. Perry Co., closets Breed St. school,	234.80	
		S. M Perry Co., closets Temple St. "	230.10	

		S. M. Perry Co., closets Temple St. "	182.15
		S. M. Perry Co., closets Breed St. "	181.72
		G. P. Dixon, Union Ave. retaining wall,	6.00
		J. G. Evans, Union Ave. retaining wall,	8.00
		J. A. Ward, Union Ave. retaining wall..	24.00
		S. M. Perry Co., closets Hellman St. sch.	203.56
		W. E. Harmon, Union Ave. reta'ng wall,	14.00
		T. F. Joyce, brick Union Ave. "	381.25
		A. W. Patton, labor.....	39.58
		W. S. Monroe, City Institute.....	25.00
		C. H. Keyes, City Institute.....	25.00
		J. Dickinson, City Institute.....	30.00
		W. W. Webb, Union Ave. retaining wall,	12.00
		B. Adaway, Union Ave. retaining wall..	8.00
		W. H. Morris, Union Ave. retaining wall,	28.00
		Times-Mirror Co., advertising.....	8.92
		A. Curtis, Union Ave, retaining wall.. .	2.00
		M. Elias, Union Ave. retaining wall....	30.00
		Woodworth Commercial Co., lime and cement Union Ave. retaining wall....	80.00
		I. H. Harmon, Union Ave. reta'ng wall,	16.00
		A. E. Baker, filing memoranda contract,	3.00
		S. Alexander, Union Ave. retaining wall,	32.00
		W. Smith, Union Ave. retaining wall...	3.00
		Cal. Sewer Pipe Co., pipe, Union Ave. wall.....	39.50
		W. C. Furrey, hardware.....	49.19
		B. Fitzpatrick, cement work 8th St. sch.	12.50
		I. H. Weir, hauling coal.	6.25
		I. H. Weir, labor.....	27.50
		C. H. Lawrence, labor	14.00
		Longley & Wagner, supplies.....	6.90
		W. N. Berkeley, repairs 30th St. school,	18 95
		F. C. Wolf, chemicals High school.....	80.75
		Janitors' salaries, cleaning buildings....	460.00
Oct.	19	A. W. Patton, labor.....	37.13
		J. W. Forsyth, architects' fee Hewitt St. school.....	405.45
		Crandall & Cass Co., hardware.....	7.50
		Crandall & Cass Co., stoves Temple St. school.....	61.75
		C. H. Lawrence, labor.....	10.00
		B. F. Coulter, towels.....	8.00
		C. J. Walters, clocks.....	46.50
		Lazarus & Melzer, supplies.....	1.85

		Crescent Coal Co., coal	1478.75	
		Gurney Co., city maps	15.00	
		Times-Mirror Co., mounting maps	6.00	
		Edwards & McKnight, stationery	17.80	
		Lazarus & Melzer, manilla, news and white paper	152.19	
		Hugh Todd, architects' fee Ann St. sch.	216.48	
		Harper & Reynolds Co., hardware	21.64	
		W. H. Morris, Union Ave. retaining wall,	31.50	
		W. E. Ruess, labor	36.00	
		Crandall & Cass Co., stoves Breed St. sch.	61.75	
		Teachers' salaries	15857.50	
		Janitors' salaries	1170.00	
				$ 23275.85
Nov.	2	Brown & Foster, hardware	1.20	
		C. F. Durr, labor	10.75	
		W. R. Phelps, 3d pay't. Temple St. sch.	1175.00	
		F. G. Teed, sewer pipe	172.50	
		Sunset Telephone Co., telephones	12.00	
		B. F. Coulter, towels	10.34	
		M. Elias, Union Ave. retaining wall	24.00	
		E. B. Bailey, labor	18.00	
		J. D. Hall, labor	21.75	
		Woodworth Commercial Co , cement	4.00	
		J. E. Nicoll, labor	12.00	
		H. B Irey, gardener	30.00	
		H. B. Irey, gardener	30.00	
		S. H. Sewell, labor	35.75	
		E. T. Cook, desks and supplies	446.62	
		J. L. Mansfield, sewer Hellman St. sch.	261.40	
		A. Meisen, Union Ave. retaining wall	28.10	
		Mrs. N. D. Mayhew, kindergarten mat'l.	1.08	
		L. A. Lighting Co., gas High school	12.00	
		S. C. Foy, supplies	5.50	
		M. B. Terry, Union Ave. retaining wall.	36.00	
		J. E. Nicoll, labor	4.00	
		Kingsley & Barnes, printing	13.00	
		G. Schneider, labor	34.00	
		Stoll & Thayer, supplies	5.85	
		A. W. Patton, labor	30.00	
		P. Hirschfeld, drawing paper	49.00	
		Rhodes & Keese Co., electric work H.S.	56.50	
		Harrison & Dickson, supplies	10.00	
		Harrison & Dickson, supplies	54.90	
		Mary A. Richardson, kindergarten sup.	5 70	

	Cal. Sewer Pipe Co., pipe	40.00
	W. H. Perry Lumber Co., kindergarten tables	114.75
	Edwards & McKnight, supplies	8.80
	J. Pugh, Union Ave. retaining wall	45.50
	C. Kirbis, Union Ave. retaining wall	29.00
	J. N. Hamer, supplies	21.45
	S. Duncan, Union Ave. retaining wall	4.00
	W. R. Phelps, 3d pay't Breed St. school,	1270.00
Nov. 16	S. I. Haas, arch. fee Breed St. school	135.50
	S. I. Haas, arch. fee Temple St. school,	125.50
	P. Keenan, extras Hewitt St. school foundation	381.10
	P. Keenan, 1st paym't Ann St. school	1159.00
	F. Keenan, 2d paym't Ann St. school	1159.00
	W. R. Phelps, 4th paym't Breed St. sch.	1271.25
	W. R. Phelps, 4th paym't Temple St. sch.	1181.25
	O. F. Bell, livery hire	4.00
	L. A. Lighting Co., gas night school	5.60
	H. Jevne, supplies	1.10
	F. C. Wolf, chemicals High school	8.50
	Crandall & Cass Co., hardware	31.40
	Edwards & McKnight, supplies	73.75
	W. C. Furrey, hardware	20.70
	Woodworth Commercial Co., lime and cement Union Ave. retaining wall	188.25
	Bailey & Barker Bros., supplies	120.50
	So. Cal. Ins Co., insurance High sch	90.00
	Harper & Reynolds Co., hardware	31.97
	J. W. McCann, horse shoeing	7.00
	A. W. Patton, labor	36.00
	J. D. Hall, labor	1.75
	R. Y. McBride, printing	82.75
	H. B. Irey, gardener	30.00
	C. H. Axtell, labor Union Ave. retaining wall	41.00
	L. A. Lum. Co., lumber Union Ave. wall,	2.25
	Ben E. Ward, insurance Grafton St. sch.	55.00
	W. R. Burke, insurance Macy St. school,	118.75
	G. F. McLellan, insurance 8th St. school,	137.50
	Home Mutual Ins. Co., ins. High school,	99.00
	Teachers' salaries	16128.75
	Janitors' salaries	1165.00
		$ 28037.56

Dec. 14	So. Cal. Lumber Co., lumber	344.95
	Montgomery Bros., clocks	34.00
	F. W. Braun & Co., supplies	18.75
	Brown & Foster, hardware	7.31
	H. B. Irey, gardener	45.00
	A. W. Patton, painting	49.50
	W. N. Berkeley, kindergarten tables	11.25
	Stoll & Thayer, supplies	30.25
	Rozell Brothers, lumber	81.20
	J. Jones, labor	14.50
	Edwards & McKnight, supplies	9.72
	W. N. Berkeley, repairs Castelar St. sch.	63.90
	Harrison & Dickson, supplies	9.55
	Stoll & Thayer, supplies	7.20
	B. F. Coulter, towels	7.00
	G. Schneider, labor High school	89.74
	D. C. Snyder. brick 8th St. school	17.50
	W. H. Morris, Union Ave. retaining wall,	29.00
	C. E. Guest, carpenter work	15.15
	C. E. Guest, carpenter work	37.12
	G. W. Ditch, carpenter work	46.75
	G. W. Ditch, carpenter work	15.15
	P. Keenan, 3d paym't Ann St. school	1159.00
	J. W. McCann, horse shoeing	8.00
	3d Cong. Ch., rent Ann St. kinderg'tn	30.00
	Baker Iron Works, foot scrapers	1.50
	W. N. Berkeley, kindergarten tables	40.50
	J. W. Brock, labor	2 50
	L. A. Lighting Co., gas High and night schools	52.20
	Parker & Everett, clay	7.50
	G. Schneider, labor High school	36.15
	Teachers' salaries	16180.00
	Janitors' salaries	1182.50
Dec. 21	J. M. Hale, towels	12.50
	C. G. Wickson, supplies	2.20
	P. H. Mathews, paints, etc	15.75
	A. W. Patton, labor	9.00
	H. B. Irey, gardener	31.25
	R. Y. McBride, printing	261.00
	E. T. Cook, supplies	67.27
	W. R. Phelps, final pav't Breed St. sch.	1693.75
	W. R. Phelps, final pay't Temple St. sch.	1568.75
	Stoll & Thaver, supplies	60.89
	Mechanics Express Co , cartage	5.60



		Bailey & Barker Bros., supplies	8.75	
		C. E. Guest, labor.	16.50	
		G. W. Ditch, labor.....	16 50	
		L. A. Paint Co., paints, etc.....	48.05	
		Citizens Water Co., water service U'n Av.	6.00	
		Harrison & Dickson, supplies.....	22.20	
		Crandall & Cass Co., supplies....	14.20	
		Stoll & Thayer, supplies.....	97 10	
		City of Los Angeles	18000.00	
		City of Los Angeles.....	14000.00	
				$55641 60
1892				
Jan.	4	G. W. Ditch, labor.....	20.65	
		Home Mutual Ins. Co., ins. Sand st....	37.50	
		J. W. McCann, horse shoeing.....	6.75	
		L. A. Lumber Co., lumber High school.	13.38	
		L. A. Lumber Co., lumber 9th st. "	188.19	
		L. A. Lumber Co., lum. Arroyo " "	1.20	
		L. A. Lumber Co., lumber 9th st. "	1.20	
		L. A. Lumber Co., lumber 8th and San Pedro Sts.....	78.50	
		L. A. Lighting Co., gas High and night schools.....	115 40	
		W.W. Phelps, ins. Staunton Av. school.	62.50	
		J. S. Perry, wood.....	12 00	
		Rozell Bros., lumber....	90.00	
		C. J, Walters, clocks	12.50	
		Edwards & McKnight, supplies.....	14.55	
		E. B. Bailey, labor.....	19.50	
		S. M. Perry Co., closets 8th St. school..	322.85	
		S. M. Perry Co., repairs.....	27.22	
		S. M. Perry Co., closets 8th St. school..	115.07	
		W. A. McMillan, labor.....	25.00	
		F. E. Browne, supplies..... .	5.40	
		C. E. Guest, labor.....	30.25	
		Times-Mirror Co., subscription Times .	10.20	
		Childs, Hicks & Montgomery, insurance,	112.50	
		Scriver & Quinn, supplies.....	187.13	
		W. Lindsey, labor.....	40 00	
		C. Fowler, labor.....	10 00	
		P. Keenan, 1st pay't Hewitt St. school..	3350 00	
Jan.	25	Teachers' salaries.....	16058 75	
		Janitors' salaries	1207 50	
		M. Elias, labor.....	16 00	
		Harper & Reynolds Co., hardware.....	43.79	

		Harper & Reynolds Co., hardware.....	4.20
		Odemar Bros., cement walks 8th st. sch.	228.02
		W. J. Oliver, veterinary services.....	5.00
		W. A. McMillian, labor.....	10.00
		R. Y. McBride, printing.....	58.50
		Bailey & Barker Bros., supplies.....	3.00
		A. Peasley, hardware.....	1.25
		Rozell Bros., lumber 30th st. school....	3 35
		S. M. Perry Co., supplies.....	3.00
		W. N. Berkeley, kindergarten tables...	9.00
		Harrison & Dickson, supplies.....	5.50
		Tubbs Fuel Co., wood.....	10.00
		Sale & Son, chemicals	20.50
		L. A. Lighting Co , gas H. & N. sch'ls.	117.80
		Niles Pease, supplies.....	5.62
		J. Barringer.....	7.00
		Harrison & Dickson, supplies.....	7.25
		Stoll & Thayer, supplies.....	30.36
		Stoll & Thayer, supplies.....	15.00
		W. C. Furrey, hardware.....	6.75
		Harrison & Dickson, supplies.....	7.50
		W. Moore, labor.....	43.50
		Longley & Wagner, supplies.....	3.80
		Noble & Chipron, autograph stamps...	5.25
		E. K. Foster, printing.....	3.50
		Hellman, Waldeck & Co., supplies.....	2.00
		R. Y. McBride, printing.....	1 00
		C. J. Walter, clocks..... .	7.25
		Harper & Reynolds Co., hardware.....	7.00
		Bailey & Barker Bros., supplies.....	82.70
		L. A. Lumber Co., lumber.....	4.75
		L. A. Lighting Co., gas High & Night schls	34.00
		E. B. Bailey, supplies.....	1.00
May	16	L. A. Lumber Co., lumber.....	2.95
		Lazarus & Melzer, supplies	11.70
		F. A. Salisbury, hauling coal	5 00
		Mrs. A. Lachmann, damage to trees....	25.00
		Bailey & Barker Bros., supplies.....	3.25
		Evening Express Co., advertising.....	5.00
		J. W. McCann, horse shoeing.....	9.75
		A. W. Patton, Painting.....	45.75
		Teachers' Salaries.....	16635 00
		Janitors' Salaries	1207.50
		E. H. Hutchinson, opening Broadway..	372.00
			$ 37272.55

June 6	A E. Baker, filing contract	1.00	
	Harrison & Dickson, supplies	6.42	
	Stoll & Thayer, supplies	40.18	
	C. A. Smith, hauling desks,	2.50	
	P. Williams, gardener,	35.00	
	E. C. Hodgman, school census	595.00	
	L. A Lumber Co., lumber,	1.92	
	J. W. McCann, horse shoeing	30.75	
	Stoll & Thayer, supplies	3.36	
June 20	Harrison & Dickson, supplies	1.75	
	E. T. Cook, supplies	33.87	
	P. Keenan, 3d pay't Hewitt st. school	3436.25	
	H. M. Sale & Son, supplies	25 53	
	Evening Express Co , subs. Express	2 60	
	Mrs. A Wollenweber, Sansevain kind'n,	2.50	
	Evening Express Co , advertising	27.15	
	L. A. Stoneware Co., clay	3.00	
	E K. Foster, printing	7.50	
	Evening Express Co , advertising	5.00	
	L. A Cardwell, repairs	4.21	
	Hugh Todd, architects fee Ann St. school	22.45	
	F. G. Teed, return of loan from city	12000.00	
	Teachers' salaries	16570.00	
	Janitors' Salaries	1205.00	
			34062.94
Total expenditures for 1891-2		214209.98	
Total receipts for 1891-2		204106.13	
	Amount overdrawn June 30th, 1892.	10103.85	

SALARY SCHEDULE

For 1892-1893

The salary schedule of last year was re-adopted, to remain in force until June 30th, 1893:

Principal High School	$150	per month
Teachers in High School	100 to 125	" "
Principals, 12-room buildings	135	" "
Principals, 8-room buildings	120	" "
Principals, 4-room buildings and Nor. Primary	100	" "
Teachers in 2d and 3d grades	65 to 75	" "
Teachers in other grades	75 to 85	" "
Kindergarten Principal	75	" "
Kindergarten teachers	50 to 60	" "
Kindergarten assistants, not to exceed.	25	" "
Drawing teacher	130	" "
Writing teacher.	110	" "
Music teacher.	125	" "
Night school teacher.	50	" "

Teachers to be paid for the actual time they work.

Supt. of Buildings and Repairs and feed of horse	$110	per month
Asst Supt " " " " "	80	" "
Gardener, with horse and wagon	2.50	" day
Janitor High School	125	" month
Janitor Spring Street School	70	" "
All other janitors, per room	5	" "

Janitors to be paid one half month's salary for cleaning buildings before schools open in the fall.

Length of school year, nine months, from October 3d to last of June.

COURSE OF STUDY

KINDERGARTEN DEPARTMENT

Time—One Year

Form—Sphere, Cube, Cylinder, Square, Oblong, Triangle, Rhomb, Rhomboid, Trapezoid, Hexagon, Octagon.

Lines and Angles—Vertical, Horizontal, and Oblique; Right, Acute, and Oblique Angles; Parallels.

Color—Name, and distinguished primary and secondary colors. Comparisons made with balls (1st Gift) and colored zephyrs.

Occupations—Sewing mats; folding and cutting work; work with sticks and peas.

Modeling—Sphere, Cube, Cylinder, and modifications.

PRIMARY DEPARTMENT

Time for Each Class—One-Half Year (18 Weeks)

FIRST YEAR—B CLASS.

READING AND SPELLING—Oral lessons from chart and blackboard. First Reader may be used at the discretion of the teacher. Word, phonic, and sentence methods combined. Begin with simplest words, names of familiar objects. Period I. —Select words from the first 17 lessons of First Reader. Period II.—Select words to page 26. Use the word frames, having pupils build all new words in the lesson, each day, with as many in review as possible. Have children write words on slates or ruled paper as soon as they are able. Endeavor from the first to impress children that the words MEAN something.

NUMBERS—1. Numbers taught in connection with lessons on form and in connection with other observation lessons. Certain groupings grasped at sight, without counting by ones, e. g., the legs and wings of animals; petals of flowers; the sides and corners of the cube, etc.

2. Building and separating numbers with objects, to six. Use ideas of the State Primary Number Lessons, to lesson 19.

FIRST YEAR—A CLASS.

READING AND SPELLING—California State First Reader to page 46. Drill in elementary sounds at each lesson. Pronounce words at head of lesson and in lesson several times before allowing pupils to study or read. Have pupils make very short and simple sentences containing the words in their lessons. See that they read the script as well as the print. Review frequently and have each lesson well read before passing it.

Have one or more read the entire lesson at each recitation, sometimes coming forward and facing the class. Spell words in lessons, both by sound and by letter, giving special attention to

articulation, pronunciation, and marks. Supplementary reading.

NUMBERS—Build numbers with objects to twelve inclusive, by grouping them (1) in equal parts, (2) in unequal parts. Separate numbers in the same way. Use cubes, squares, triangles, etc. Do same work with figures. Teach meaning and use of –|–, —, and = signs. Use ideas of State Primary Number Lessons, to lesson 41.

FIRST YEAR—A AND B CLASSES.

WRITING—Use long pencils and require pupils to sit erect and hold pencils correctly and naturally, from the begining. Give light writing and show pupils how to move their fingers. Do not let them write too long at a time. The hand has a rounded appearance when the pen is properly held. Allow no writing with the left hand. Give much practice to the straight line, left and right curves, and principles, except the fourth. Give short words as you do letters, naming the lines, giving but one at a time. Illustrate on the blackboard in spaces ruled to correspond with slate and paper. Write each pupil's name and paste in front of his reader for constant reference,

LANGUAGE—See Oral and Observation Lessons. Have the pupils tell in their own language what they have observed and investigated Read and tell simple stories and have them reproduced by the children. Have stories written from pictures. Correct all faulty expressions. Full statements required in conversation and recitation. Teach pupils to recognize capital letters, the period, and question mark. Have them construct short sentences containing words selected from charts, readers, and natural history work.

DRAWING—Bradfield's Drawing Book No. 1. National Blank Book. Dictation exercises. Drawing on blackboards. Drawing from objects.

ORAL AND OBSERVATION LESSONS:—

Zoology.—Lessons on common mammals:—e. g., cat, dog, horse, cow, rat, squirrel. Talk about their habits, place where

they live, their food, how they eat it, etc. Stories illustrative of habits of these and other mammals.

Botany.—Lessons on common plants. By planting seeds in the presence of the class, let pupils detect development of root, stem, and leaf. (Plant seeds in sponge, in a piece of cloth, over glass of water, in sawdust, etc.) Study fruit, especially the orange.

Physiology.—The head, trunk, and limbs. Hygiene of skin, teeth, and nails; bathing.

In observation lessons, have the real object before the pupils where possible.

Color, Form and Modeling taught in connection with the above work.

MORALS AND MANNERS—Enforce habits of cleanliness, neatness, and obedience to parents. Tell simple stories to illustrate honesty, truthfulness, and kindness. Tell what is, and what is not, proper behavior on playground, the streets, and at home. Teach a few short maxims, have pupils repeat them in concert, and as soon as they are able, write them. Cowdery's Moral Lessons and Gow's Primer of Politeness for reference. In this and in all higher grades it should be constantly borne in mind that true education is character building. Give lessons on cruelty to children and animals.

PHYSICAL EXERCISE—Three times daily, or when the children are weary or inattentive. Open windows during the exercises; close them immediately afterwards. For illustration, see Mason's Physical Exercise. Endeavor to infuse animation, to make the children enjoy it. Secure good time in movements. Do not permit noisiness.

MUSIC—Practice the scale. Teach half a dozen easy and suitable songs. Try to secure correct time and good tone from the first. Fifteen minutes daily. Normal First Music Reader, for reference.

SECOND YEAR—B CLASS.

READING AND SPELLING—First Reader, from page 46 to 77. Same general methods as in first year. Have pupils tell substance of each lesson in their own language. Talk and tell stories about it, and use every effort to make them see that the reading has a meaning, and to be able to express the meaning in a clear and natural way.

Pay attention to proper positions; pupils to stand erect on both feet, with book held well up in the left hand. Practice sight-reading occasionally—something very easy. Teach the diacritical marks and sounds as they occur in the reader. Have the words at the head of each reading lesson written on slates or ruled paper, as well as spelled orally and by sound. Examine the work of each pupil, and require careless work to be re-written. Spell common words used in conversation and recitation as they occur. Dictate sentences from reading lessons, or original ones containing same words, to be written, very slowly at first, and increase speed and quantity as fast as progress justifies. Maxims memorized. Carefully chosen selections of poetry recited.

NUMBERS—1. From One to Twelve, inclusive. All combinations, using objects (1) without figures, (2) with figures.

Teach $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ of numbers not greater than twelve objectively. Coins to ten cents; pint, quart; inch. Use all ideas of the State Primary Number Lessons, to lesson 48.

2. From One to Twenty, inclusive. Special work on addition and subtraction, using all ideas to lesson 61 of State Primary Number Lessons. Part-taking to 1-fifth, inclusive. Coins continued. Pint, quart, gallon; inch, foot, yard.

Hailmann's Primary Methods for reference.

SECOND YEAR—A CLASS.

READING AND SPELLING—First Reader completed. Other work and instructions same as B Class. Spell words from the reading lessons and the most common words used in conversation. Study the vocabulary of the child, and make this the

basis of much of the work, in spelling. Teach sounds and diacritical marks.

NUMBERS—1. From One to Twenty, inclusive. Adding, subtracting, multiplying, and dividing with objects (1) without figures, (2) with figures. Use ideas of state-book to lesson 68: Part-taking to fifth, with numerators other than one. Count by 2's and 3's to 20, beginning with 0, 1, 2, 3. Pint, quart, peck. Continuing other work of previous class.

2. From One to One Hundred. (In addition and subtraction). Continue all work of 1st period. Factoring to 60.

Hailmann's Primary Methods for reference.

SECOND YEAR—A AND B CLASSES.

SUPPLEMENTARY READING—Cats and Dogs—Johonnot; The World and Its People, Book I.

WRITING—As directed by the special teacher. Spencerian "Common School Course" Copy Book, No. 1 (optional.)

LANGUAGE—Continue as in first year, making oral and observation lessons a basis of language lessons. Have pupils write short stories about their observations in natural history. Write from pictures and read before the class. Strive to secure original and good expression. Fill eliptical sentences. Copy paragraphs from reader and read them. Call attention to words mispronounced and incorrect expressions of any kind used by children at any time; correct them impressively, without trying to give reasons. Correct use of *am* and *are*, *is* and *are*, *was* and *were*, *has* and *have*. Teach use of capitals, period, and question mark, and to recognize other marks of punctuation used in the reader.

DRAWING—Bradfield's Drawing Book, No. 2. National Blank Book. Dictation exercises. Drawing on blackboard. Drawing from objects.

ORAL AND OBSERVATION LESSONS:—

Zoology—Lessons on mammals continued. Compare the teeth of common mammals. Adaptation of different kinds of

teeth to different kinds of food recognized. Have pupils distinguish between carnivores, ungulates and rodents. Talk briefly about monkeys, kangaroos, etc., as very different forms of mammals.

Botany—Continue work of the first year. Require pupils to draw and describe leaves, fruit, etc.

Physiology—Continue work of first year. Necessity of proper mastication; of pure air, etc. Importance of correct attitude. Warn against crooked backs. Pathfinder No. 1, to page 27.

In connection with observation lessons, continue to teach *Color*, *Form*, and *Modeling*.

MORALS AND MANNERS—Same as first year. Insist upon neatness in work as well as in person. Require politeness to teachers and schoolmates. Teach simple rules of health; care of body; table manners. A few more maxims. Make use of little incidents that occur in the school room and upon the playground, involving the question of right and wrong, to impress the moral virtues. Reference books same as first year.

PHYSICAL EXERCISES—Same as in first year.

MUSIC—Fifteen minutes daily. Teach five or six new songs. Continue practice of scale. Require pupils to sit or stand erect. Suppress boisterous singing. Normal First Music Reader for reference.

THIRD YEAR—B CLASS.

READING AND SPELLING—California State Second Reader, to page 53. Words at head of lesson to be repeatedly pronounced, and their meaning clearly explained before such lesson is read or studied. Require pupils to make sentences containing such words, thus making a valuable language lesson of the reading. Give special drill on words hard to pronounce, or commonly mispronounced, but do not stop the pupil in the middle of a paragraph. Continue drill in elementary sounds and diacritical marks as found in the reader. Aim to infuse animation by your example; this will go far to secure good expression, both of voice and face, and to break up the bad

habit of hesitating and repeating. Frequent exercises in sight reading, requiring the pupils to come forward and face the class, will do much to incite them to effort and inspire them with confidence. Pupils to read selections silently and afterwards give the thought orally. Short selections learned and recited once each month. Do all work found in the reader. Spelling same as in first and second years, but much more of the writing from dictation may be required, both from readers and original sentences containing words used in oral lessons and common talk. Spell by sounds. Pupils should know all sounds and marks.

NUMBERS—From One to One Hundred, inclusive. Adding, subtracting, multiplying, and dividing. No multiplier or divisor greater than 12 required. Use all ideas in State Primary Number Lessons, to lesson 87. Part-taking to 8-eighths. Coins continued. Quart, peck, bushel; inch, foot, yard; hour, day, week, month, year; dozen. Simple business transactions frequently. Much practice in addition.

THIRD YEAR—A CLASS.

READING AND SPELLING—Second Reader from page 53 to 102. Other work and instructions same as B Class.

NUMBERS—From One to One Thousand, inclusive. Adding, subtracting, multiplying, and dividing. No multiplier or divisor greater than 12 required. Special drill in complements of 100. Continued practice on sets of factors occuring in the multiplication table. Part taking to 12-twelfths. Adding and subtracting decimals not exceeding hundreds. United States money. Drill in writing and adding dollars and cents. Short business examples such as might occur in buying things at a store. Making change. Simplest form of a bill. Units previously studied. Second, minute, week, year; ounce, pound. Time of day by the clock. State "Primary Number Lessons" to page 122. Book in the hands of the pupils (Optional).

THIRD YEAR—A AND B CLASSES.

SUPPLEMENTARY READING—Feathers and Fur—Johonnot,

The World and its People, Book I or II, Black Beauty—Sewell.

WRITING—As directed by the special teacher. Spencerian Common School Course, No. 2.

DRAWING—Bradfield's Drawing Book No. 3. National Blank Book. Dictation exercises. Drawing on blackboard. Object drawing.

LANGUAGE—Oral and written work should be carried along together, the latter growing out of the former. It should be remembered that the aim of oral work is not merely to get pupils to talk, but to secure happy expression, good arrangement, and correct forms of words.

Give substance of oral lessons in geography and natural history. Familiar conversation on animals—their form, color, covering, voices, ways of getting and eating food, means of attack and defense. cunning, intelligence, affection, use to man &c.

Reproduce substance of lessons in Pathfinder and in Reader.

Description of pictures with and without guiding questions.

Stories from pictures and from imagination.

Stories illustrative of lessons in morals and manners. Carefully correct bad English, as it occurs.

Repeating memorized selections of prose and poetry.

Proper use of capitals, periods, and interrogation point.

Correct use of *this* and *that*; *these* and *those*; *do* and *does*; *isn't*, *aren't*, *doesn't*, *don't*, etc; *its*, *hers*, *ours*, etc; *who*, *whose*, *whom*.

LETTERS—Copied, dictated, and original.

Make use of the first 49 lessons of "Language Lessons".

ORAL AND OBSERVATION LESSONS:—

Zoology—Review. Study feet of carnivores, ungulates, and rodents. Lessons on common birds; duck, hen, hawk. Let pupils compare these with each other and with mammals. Compare feet and bills, show adaptation and classify. Talk on instincts of birds. Lessons on common insects—division of body. Collect cocoons.

Botany—a. Lessons on leaves. Shapes, Parts—blade, petiole, stipules. Margin-entire, notched. Frame, pulp, skin. Venanon. Arrangement on stem.

FOURTH YEAR—A CLASS.

READING AND SPELLING—Second Reader, from page 147 to 193. Other work and instruction same as B Class.

NUMBERS—State Primary Number Lessons, beginning with page 141. Continue all the work of the B Fourth Class. Factoring numbers below 100. Add and subtract simple mixed numbers $2\frac{1}{2}$, $3\frac{1}{3}$, etc. Simple examples in multiplying and dividing fractions by whole numbers, as $\frac{1}{2} \times 6$; $4\frac{3}{4} \div 2$, etc. Write and read three decimal places (tenths, hundredths, thousandths); their relations to units and to one another. Addition and subtraction of decimals to and including thousands; and of U. S. money. Ten times, one hundred times, and one thousand times integers and decimals. The units of long, of liquid, and of dry measure reviewed. Measuring distances, and length, width, and height or depth. Simple bills.

GEOGRAPHY—Globe and map study, locating our country. Cross section of our country, illustrated with sand or on the blackboard. Position of Pacific Slope. Study Pacific Slope. (Consult Elementary Geography, covering main points of the work from page 60 to 88.) Review lessons on the globe. Read "The World and its People, Book III. Our Own Country".

FOURTH YEAR—A AND B CLASSES.

SUPPLEMENTARY READING—Black Beauty; The World and its People, Book III.

WRITING—As directed by the special teacher. Spencerian Common School Course, No. 3.

DRAWING—Free-hand Drawing Books, No. 5 and 6. Dictation exercises. Bradfield's Drawing Book, No. 4. First Lessons in Design—with circle. Drawing on blackboards. Drawing from objects.

LANGUAGE—1 Reproduction, oral and written. See work of preceding class. Make observation lessons the basis of this work. After several oral lessons in an analysis or examination

of plants, etc., have the pupils develop an outline and write a composition, illustrated by their own drawings of the parts studied.

2. Once in two weeks give an exercise in letter-writing.

3. "Lessons in Language" in the hands of the pupils to Lesson 85.

4. Learning to distinguish Declarative, Interrogative and Exclamatory sentences. Constructing sentences and distinguishing nouns, pronouns, verbs and adjectives, and selecting such words from any books in use. No definitions learned. Constructing sentences to express present, past, and future time. Modifiers of verbs to tell when, where, and how, Analysis of simple sentence into subject and predicate. Use of hyphen in a word divided at the end of a line. Drill on possessives; contracted words; quotations, undivided aud divided.

ORAL AND OBSERVATION LESSONS:—

Zoology—Review lessons on birds. Branch Vertebrates. Class—Birds. General chracteristics. Comparison of feet. Orders—Waders, swimmer, runners. Lessons on common insects. Division of body. Cocoons collected. Metamorphosis.

Botany—Review. Pistil of the flower develops into fruit. Fruits, Seeds, Different kinds of stems; woody and herbaceous. Distinguish deciduous and evergreen trees.

Physiology—Finish Pathfinder No. 1.

MORALS AND MANNERS—Tell suitable stories, repeat maxims, insist upon general neatness, pure and chaste language. Gow's Primer of Politeness.

PHYSICAL EXERCISE—Same as in former years.

MUSIC—Review what has been taught. Explain the staff. Teach names and relative value of different notes and rests. Practice beating time. Normal Second Music Reader, fifteen minutes daily.

FIFTH YEAR—B CLASS.

READING AND SPELLING—Second Reader from page 193 to 238. Require pupils to write all new words, with synonyms

2. Letter-Writing once in two weeks.

3. "Lessons in Language" in the hands of the pupils completing Part I from lesson 85. For supplementary exercises Powell's "How to Write," Part I.

Drill on using the Verb right—do, did, done; see, saw, seen; blow, draw, grow, know, beat, break, fall, freeze, write, choose, drive, fly, give, go, ride, shake, speak, forsake, rise, steal, take, tear, wear, come, drown, attack.

Drill on using the right Verb—Lie, lay; sit, set; teach, learn; like, love.

4. Continue all of work as indicated under 4 of 4th year. Author's days observed and quotations learned.

ORAL AND OBSERVATION LESSONS:—

Zoology—Continue study of typical forms of bird life. Continue work with insects. Let pupils, observe, compare and describe.

Botany—Study roots. The plant as a whole. Annuals and perennials. Continue comparison of different specimens. Write descriptions. See Powell's "How to Write. Outline page 200.

Physiology—Instruction on alcohol and tobacco. The human skeleton. Pathfinder No. 2 to page 57.

MORALS AND MANNERS—Conversational lessons on politeness and rules of deportment at home and in public places. Illustrate by common incidents of noticeably good or bad behavior. Keep neatness prominent in person, desk, books, papers, etc. Gow's Primer of Politeness.

PHYSICAL EXERCISE—Twice a day. Consult Mason's or other suitable book on Physical Exersise for forms. May allow a pupil to lead. Secure animation.

MUSIC—Normal Second Music Reader. Simple two-part songs and easy rounds. Count and beat time. Practice intervals. Fifteen minutes daily.

GRAMMAR DEPARTMENT

SIXTH YEAR—B CLASS.

READING AND SPELLING—California State Third Reader to page 91. Encourage pupils to make free use of dictionaries. Pay special attention to the character of each selection, adapting the style of reading to the sentiment of the piece. Occassional concert reading of choice selections. Continue elocutionary drill in modulation, inflection, enunciation, and emphasis. Words in text books, especially geography, to be spelled. Spelling contests with other classes of same grade recommended—by sound, by letter, and in writing, with silent letters and sounds marked.

ARITHMETIC—Rapidly review Decimals except portions previously omitted, and Bills. Take a few simple examples in Complex Fractions. State Arithmetic from page 122 to 158, omitting the following:—Plastering, Stone and Brick Work, Longitude and Time; Troy, Apothecary, and Diamond Weights; English Money. *Precede and accompany each subject in written arithmetic with Thomson's Intellectual Arithmetic.* Measure the dimensions and find the volume of cubes, and other rectangular solids, orally. Rapid addition daily. Reviews.

LANGUAGE—First 37 Lessons of Part II, and Composition Lessons, "Lessons in Language." Supplementary Lessons—Powell's "How to Write." Compositions 38, 43, 59, 60, 61, 80, 90-99, 104, 105, 107, 108, 109, 122. Letter writing once in four weeks.

GEOGRAPHY—Harper's School Geography, commenced at page 24 and studied to page 53 by outlines, as follows: Period I. United States and map, New England, and Middle Atlantic States. Period II. South Atlantic, South Central, and North Central States. Draw map of North Central States. Direct pupils in the use of the library to supplement the work of both periods.

Sunny South (Butterworth) and Zigzag Journeys recommended.

SIXTH YEAR—A CLASS.

READING AND SPELLING—Third Reader, from page 91 to 172. Other work and instructions same as B class.

ARITHMETIC—Percentage; and its application to: (1) Commission and other simple subjects. (2) Simple interest. State Arithmetic, pages 181 to 185. State Arithmetic, pages 204 to 206. Thomson's Intellectual Arithmetic, Chapter X. For supplementary problems see State Arithmetic. Mental Arithmetic carried along in connection with written. Rapid addition daily. Reviews.

LANGUAGE—1. Complete Part II of "Lessons in Language."

2. State Grammar in the hands of the pupils, for selected lessons: (a) Formation of plurals. Lessons 57, 58, 60 and 61. (b) Possessive Forms. Lessons 74 to 76. (c) Pronouns. Lesson 77. (d) Verbs. Lessons 176 to 179.

Principal parts of the following verbs:—Be, begin, bite, blow, bring, buy, do, draw, drink, drive, eat, fly, freeze, go, grow, know, lay, lie, ride, ring, rise, say, see, sing, sit, speak, stay, swim, take, teach, throw, wake, wear, work, write.

3. Composition work of B6.

4. Letter Writing. For forms see State Grammar Chapter XV. Punctuation continued.

GEOGRAPHY—Study from page 53 to 86, the following, by outlines: Period I. West Central States, States of the Plains, and Highland States. Draw maps of the West Central and Sfates of the Plains—northern division, and the Highland-Pacific States. Period II. Dominion of Canada, Mexico, Central America, South America, and review. Supplementary reading, as Boy Travellers (Knox), Tales Out of School (Stockton.)

SIXTH YEAR—A AND B CLASSES.

SUPPLEMENTARY READING—Flyers, Creepers, and Swimmers; Stories of Other Lands—Johonnot. Information Reader No. 2.

WRITING—As directed by the special teacher. Spencerian Common School Course, No. 5.

DRAWING—Free-hand, Books 8 and 9. Bradfield's Drawing Book, No. 6. Dictation, limiting time. Drawing on blackboard. Designing with square. Drawing from objects.

ORAL AND OBSERVATION LESSONS:—

Zoology—Review, Branch Vertebrata. Teach characteristics of the two classes—Reptiles; Amphibia, metamorphosis of Amphibia.

Characteristics possessed in common by mammals, birds, reptiles, amphibia. Let pupils, observe, compare, and describe. Study fly and grasshopper. Each pupil should have a specimen.

Continue work with insects. Special study of beetle, butterfly, and silk worm. Draw, dissect, mount, and describe. Reference—Colton's Zoology, Holder's Zoology.

Botany—Review Stems studied. Distinguish between exogenous and endogenous plants. Application to plants in hand of all the terms that have been used. Continue comparison of different specimens.

Physiology—Cover work from page 57 to 109. Pathfinder No. 2.

MORALS AND MANNERS—Energy, activity, directness of purpose, self-reliance, perseverance and endurance, as contributing to success in life; apply them to the performance of school duties. Show the evil effects of want of energy, indecision, laxity of purpose. Same reference books as before.

PHYSICAL EXERCISE—Twice a day, as in fifth year.

MUSIC—Normal Second Music Reader. Practice sight singing in all the keys. Fifteen minutes daily.

SEVENTH YEAR—B CLASS.

READING AND SPELLING—Selected lessons from the Third Reader. Pupils in this grade should learn something of the author of every piece studied. Appoint certain ones from day to day to find out and report to the class something more of the authors than the book gives—having them bring in and read suitable selections from their writings. Make the develop-

ing and training of voices the object of frequent and suitable exercises. The training of pupils in reciting "declamations" may profitably be made a part of regular lessons in reading, care being taken in the selections. Use dictionaries freely. Special attention to words in geography and history for spelling. Inter-class contests, once or twice each term recommended, on same conditions as in sixth year. Mark sounds and silent letters.

ARITHMETIC—State Arithmetic. (1) Percentage, continued; its application to:—Profit and Loss; Commission; Interest. Omit "Problems in Interest,,' pages 210, 211, 212, 213. (2) Review denominate numbers with practical problems. If reviewed from the State book, omit one-half the problem. Give simple work on the subjects omitted under this work in B6. Aim to secure *accuracy* in decimal operations of percentage and compound numbers. *Precede and accompany each topic in written arithmetic with Thomson's Intellectual Arithmetic.* Rapid addition daily.

GRAMMAR—State Grammar, to Lesson 65. Composition work of A7. Letter writing once in four weeks.

GEOGRAPHY—From page 86 to 119, the following by outlines: Period I, Europe and Asia. Period II, Oceanica, Africa, and review. Draw maps of Europe and Africa.

For supplementary work, read such books as Boy Travellers; Our New Way Round the World (Coffin), Voyage in the "Sunbeam" (Brassey), In Darkest Africa (Stanley.)

SEVENTH YEAR—A CLASS.

READING AND SPELLING—Selected lessons from the Third Reader. Other work and instruction same as B Class.

ARITHMETIC—State Arithmetic, pages 178 to 210, and 221 to 228. (1) Percentage continued; its applications reviewed. Consider rapidly its further application to Insurance, Taxes, Duties, and Stocks. (2) Partnership and Accounts. *Accompany each topic with Thomson's Intellectual Arithmetic.*

GRAMMAR—(1) State Grammar to Lesson 118. Review lessons on Verbs. See work of A6. (2) Continue Composi-

tion Work. Chittenden's Elements of English Composition in the hands of the teacher. Reproduction of "The Leak in the Dike"—Phoebe Cary. Oral discussion and analysis; special reference to Topical Outline. Follow plan in Development I, page 39 of Chittenden. Study closely, making Topical Outline and reproducing in written form the following: "The Village Blacksmith"; "The Painter of Seville". Study selection, page 141, developing the pictures. Study from the Third Reader—Character of the Puritans, page 362. Also "The Little Match Girl," page 208,

Written work to be done in the class, Character studies and picture-making continued as time will permit. Let the pupils occassionally illustrate by pencil sketches the pictures contained in a given stanza. Essay on Columbus from Topical Outline.

GEOGRAPHY—Period I. The first 24 pages of the book. Special Geography of California by outline, as far as Forests. Period II. California finished. A general review with special attention to the United States. Draw map of California.

For Supplementary Reading—Stories of Persons and Places in America (H. A. Smith); Great Cities of Modern World (H. A. Smith); Boy Travelers, Etc.

SEVENTH YEAR—A AND B CLASSES.

SUPPLEMENTARY READING—Claws and Hoofs—Johonnot; Information Reader, No 3. Beginner's American History—Montgomery.

WRITING—As directed by the special teacher. Spencerian Common School Course, No. 7.

DRAWING—Free-hand, Books Nos. 10 and 11. Bradfield's Book No. 7 and American Blank Drawing Book. Lessons in design. Blackboad drawing. Dictation. Drawing from objects.

ORAL AND OBSERVATION LESSONS:—

Zoology—Review work of previous year, adding a class not already studied. Continue work with insects. Special study of beetle, butterfly and silk worm. Draw, dissect and describe. Reference, Colton's Zoology; Holder's Zoology.

Botany—Same as sixth year.

Physiology—Respiration and circulation. Cover Work from page 108 to 165, in Pathfinder No. 2.

MORALS AND MANNERS—Lessons on the rights of property, duties of citizenship, respect for authority, respect for age, filial obedience. Take advantage of current incidents of daily news to impress a lesson in good manners or morality upon your pupils. Gow's Morals and Manners.

PHYSICAL EXERCISE—Arm movements and breathing exercises, as directed in Swett's School Elocution.

MUSIC—Normal Third Music Reader.

EIGHTH YEAR—B CLASS.

READING AND SPELLING—Selected Lessons from the Third Reader. Pursue same general plan as in seventh year. Do not allow trashy selections to be recited or read.

ARITHMETIC—Simple and Compound Interest; Partial Payments; Profit and Loss; Analysis and Proportion; Square Root. Omit pages 230, 232, 233, 234, 235, 236, 241, 245. *Accompany each topic with Thomson's Intellectual Arithmetic.* Rapid addition daily. Reviews.

GRAMMAR—State Grammar to Lesson 154. Also from Lesson 176 to 190, studying principal parts of the first 100 irregular Verbs from the list in the State Grammar. Conjugation of Verbs in the Indicative Mood. Composition work of A8.

U. S. HISTORY—State Series from Chapter XIV to XXIV.

EIGHTH YEAR—A CLASS.

READING AND SPELLING—Complete Third Reader and follow instructions for B class and seventh year. The spelling of words in history, physiology, zoology and botany, to be made a part of each recitation, and these words specially used in the "contests," which are advised, as in the lower grades. Mark sounds and silent letters.

ARITHMETIC—1. Review the book, giving short practical business examples in the various subjects except what has been omitted. Mensuration. Use Thomson's Intellectual Arithmetic. Omit Miscellaneous Problems Exercise 261. Secure *accuracy* in decimal operations of percentage, &c.

2. Hill's Lessons in Geometry begun. Three recitations a week devoted to Geometry, and two to Arithmetic.

GRAMMAR—State Grammar from Lesson 154 to 221. Composition—1. Selections from Third Reader for analytical study in parsing, structure of sentences, and figures of speech. Gray's Elegy, page 353; Bunker Hill Monument, page 411.

2. Selections from Chittenden's Elements of English Composition (in the hands of the teacher) for Reproduction and Paraphrase. Drill on changing figurative to plain and reverse. Give frequent exercises both oral and written, in reproducing and developing the pictures sketched by the author. Have pupils memorize the passage of their preference. An essay, subject selected from list pages 169 to 172.

U. S. HISTORY—Finish the book. Montgomery's Leading Facts in American History for reference.

EIGHTH YEAR—A AND B CLASSES.

SUPPLEMENTARY READING—Johonnot's Stories of Olden Times; Ten Great Events in History. Irving's Sketch Book.

WRITING—As directed by the special teacher. Spencerian Common School Course, No. 8.

DRAWING—Free-hand Drawing, Books 11 and 12, and Bradfield's Drawing Book No. 8. Lessons in designing from natural objects. Dictation exercises. Drawing on blackboard. Drawing from objects.

ORAL AND OBSERVATION LESSONS:—

Zoology—Vertebrates reviewed. Mollusks and radiates. Typical forms of insect life. Insects injurious to California fruit trees.

Botany—Five new specimens analyzed, drawn, and pressed. Plants useful in art. Medicinal plants.

Physiology—Nervous system. Complete Pathfinder No. 2.

MORALS AND MANNERS—Adapt any of the suggestions to lower grades on this subject that are suitable for your class. Give an occasional earnest talk (no set speeches), remembering that illustrations and facts are better than theories. Gow's Morals and Manners and Cowdery's Moral Lessons for reference.

PHYSICAL EXERCISE—Same as seventh year.

MUSIC—Normal Third Music Reader.

CONDENSED COURSE OF STUDY.

TEXT BOOKS.	Periods	PRIMARY GRADES										GRAMMAR GRADES.					
		First.		Second.		Third.		Fourth		Fifth.		Sixth		Seventh.		Eighth	
Class		B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
First Reader California State Series	1		.	53	104	.		.					..		..	.	....
	2	.	46	77	end	.	.		..	....	....					.	...
Second Reader California State Series	1	.	...	.	..	29	80	123	170	216	263		...			.	...
	2	....	.	.	..	53	102	147	193	238	end	.			.	.	....
Third Reader California State Series	1	.	.	.	.	..		..	.	....	....	50	131	.	..	.	...
	2	...		.	.	.	.	....		....	.	91	172	Selections		Selections	
Primary Arithmetic Calif. State Series	1	.	.	.	.	.	.	.	.	..	.	....			..	....	....
	2	..	.			..	122	141	end	..	...	..			.	...	....
Advanced Arithmetic, Calif. State Series	1	...	.	.	.	.	.	.	....	....	....	....	.	per	cent	.....	....
	2	..	.	.	.	.	.	.	..	.	91	122	158	per	cent	210	241	end
Language Lessons, California State Series	1	.	..	..	..	..	.	..	....	67	....			.		..	....
	2	.	.	..	....		42	....	67		95	139	end	....	..	.	.
Grammar, California State Series	1	....	..	..	..	.	..	....	..	....	.	.....		.	..	.	..
	2		.	..	.	....	....	..	....	..	....	.....	...	82	134	166	237
U. S. History, California State Series	1	.	.	.	....		..	.	..	..	.....	..	...	....	..	88-179	303
	2	..	.	.	....	.	.		.	..	..	.	..	....	.	246	end
Elementary Geography, Calif. State Series	1	..	..		....	.	.	.	..	32-60	115		..	..	....	.	....	...
	2		....	..	..	....	.	.	..	95	end	.	.		.	.	.	....
Harper's School Geography	1	....	.	.	....	..	....	.	..	....	..	24-44	64	110	24Cal	....	....	
	2	....	....	....	.	....	..		....	....	....	53	86	119	Cal	.....	....	
Music Reader, Normal	No.	..	....	1	1	1	1	2	2	2	2	2	2	3	3	3	3
Copy Book, Spencerian	No	....	..	1	1	2	2	3	3	4	4	5	5	7	7	8	8
Bradfield's Drawing Book	No.	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8
Free-hand Drawing Book		....	....	..	....	.	.	5	6	7	8	8	9	10	11	11	12

HIGH SCHOOL CURRICULUM.

	SCIENTIFIC	REC. PER WEEK
Jr. B.	Elementary Geometry, to Circles	5
	English Bulfinch's Age of Fable; Word Building	5
	Physiology	4
	Physical Geography	5
	Drawing	2
Jr. A.	Elementary Geometry, completed	4
	English Lady of the Lake; Word Building, Grammar	5
	Book keeping, double entry, or Civics	2
	Zoology	4
	Drawing	2
Junior B.	Algebra, to Fractions	5
	English—Rhetoric; Alhambra; Snow Bound	5
	Botany	4
	History—Grecian and Roman; or †French,	4
	Drawing	2
Junior A.	Algebra, to Quadratics	5
	English Rhetoric Evangeline, Sir Roger de Coverly, Vision of Sir Launfal	5
	History—Roman and Mediæval—or †French	5
	Business Arithmetic—French or German.	3
	Drawing	2

	LITERARY	REC. PER WEEK
	Elementary Geometry, to Circles	5
	English—Bulfinch's Age of Fable; Word Building	5
	Physiology	4
	Latin, or Spanish	5
	Drawing	2
	Elementary Geometry, completed	4
	English Lady of the Lake; Word Building, Grammar	5
	Physical Geography	5
or	Book keeping, or Civics	2
	Latin, or Spanish	5
	Drawing	2
	Algebra, to Fractions	5
	English—Rhetoric, Alhambra; Snow Bound	5
	Latin, Cæsar; or German or Spanish	5
	History—Grecian and Roman,	4
	Drawing	2
	Algebra, to Quadratics	5
	English Rhetoric, Evangeline, Sir Roger de Coverly Vision of Sir Launfal.	5
	History, Roman and Mediæval	5
	Latin—Cæsar; or German, or Spanish	5
	Drawing	2

	CLASSICAL	REC. PER WEEK
	Elementary Geometry, to Circles	5
	English—Bulfinch's Age of Fable; Word Building	5
	Physiology	4
	Latin, or Spanish	5
	Drawing	2
	Elementary Geometry, completed	4
	English Lady of the Lake; Word Building, Grammar	5
	Physical Geography	5
or	Book-keeping	2
	Latin, or Spanish	5
	Drawing	2
	Algebra, to Fractions	5
	English—Rhetoric, Alhambra; Snow Bound	5
	Latin—Cæsar, or German or Spanish.	5
	History—Grecian and Roman.	4
	Drawing	2
	Algebra, to Quadratics	5
	Greek, or French	5
	History—Roman	5
	Latin—Cæsar, or German, or Spanish	5
	Drawing	2

†If fitting for Institutes of Technology.

HIGH SCHOOL CURRICULUM.

	SCIENTIFIC	REC. PER WEEK	LITERARY	REC. PER WEEK	CLASSICAL	REC. PER WEEK
Middle B.	Geometry—to similar Polygons; French or German	5	Geometry—to similar Polygons; French or German	5	Geometry—to similar Polygons, French or German	5
	English Merchant of Venice; The Newcomes Rhetoric	5	English—Merchant of Venice; The Newcomes; Rhetoric	5	English—Merchant of Venice· the Newcomes, Rhetoric	5
	Physics Mechanics and Heat	5	Latin—Cicero; or German	5	Latin, Cicero, or German	5
	History Modern or †French	5	History, Modern	5	Greek, or French	5
	Drawing	2	Drawing	2		
Middle A.	Geometry Plane, completed; French or German	5	Geometry—Plane, completed; French or German	5	Geometry Plane, complete; French or German	5
	English Hales Poems; History of English Language	4	English—Hales' Poems; History of English Language	4	Greek—Anabasis, or French	5
	Physics Sound, Light; Electricity	5	Latin—Cicero, or German	5	Latin—Cicero, or German	5
	Civics Review of U. S. History or †French	5	Civics—Review of U. S. History	5	Civics; Review of U. S. History.	5
	Drawing	2	Drawing	2		
Senior B.	Algebra—Quadratics; French or German	5	Algebra—Quadratics French or German	5	Algebra—Quadratics French or German	5
	English Burke Vol. I; Julius Cæsar	5	English Burke, Vol I Julius Cæsar	5	English- Burke Vol I Julius Cæsar	5
	Chemistry	5	Physics Mechanics and Heat	5	Greek, Anabasis, Iliad, or French	5
	Political Economy	2	Latin Virgil, or German	5	Latin—Virgil, or German	5
	Drawing	2	Drawing	2		
Senior A.	Plane Trigonometry; or French, or German	5	Latin—Virgil or German	5	Latin Virgil, or German	5
	English—History of Literature; Hales' Poems, Comus	5	English History of Literature, Hales' Poems Comus	5	English- History of Literature, Hales' Poems, Comus	5
	Chemistry	4	Physics Sound, Light Electricity	5	Greek Iliad, or French	5
	Astronomy	4	Plane Trigonometry, Botany, Astronomy—French or German (optional)		Plane Trigonometry, Botany Astronomy—French or German (optional)	
	Drawing	2	Drawing	2		

†If fitting for Institutes of Technology

MISCELLANEOUS

I. *Election of Course*—On entering the high school, a regular course must be elected. A change may be made only at beginning of junior year, unless in exceptional cases upon satisfactory reasons set forth in writing by parents or guardians.

II. No pupil shall be admitted to any class of the High School who has not completed the full work of one course in the preceding grades, or an equivalent. Those who find class requirements too severe may spend three semesters doing the work of two.

III. *Graduation*–Pupils are graduated upon satisfactory completion of any regular course. In each class the seven pupils having the highest standing in deportment and in scholarship for entire course will have the honor of speaking in the commencement exercises.

IV. *Rhetorical Exercises*—All pupils are active members of the "Star and Crescent Literary Society." Every regular graduate who has commendably fulfilled his society duties is publicly presented with a gold star and crescent pin, the badge of the Alumni Association. This society shall be subject to such rules and regulations as may be prescribed by the High School faculty and the Superintendent of Schools.

V. *Admission to College*—Graduates are at present admitted on Principal's recommendation, without examination, to all courses of the State University at Berkeley; to Leland Stanford Jr. University; also to Smith and Wellesley Colleges.

TEXT BOOKS IN HIGH SCHOOL

Child's Essentials of Book-keeping	$1 00
Hill's Lessons in Geometry, latest edition	70
Wentworth's School Algebra, latest edition	1 15
" Plane and Solid Geometry, latest edition	1 25
" " Trigonometry	70
Kellogg's Rhetoric	1 25
Kellogg & Reed's Word Building	40
Ginn's Bulfinch's Age of Fables (Gayley)	..
Rolfe's Lady of the Lake (cloth)	75
" Lay of the Last Minstrel (cloth)	75
" Merchant of Venice	40
" Julius Cæsar	40
Seaside Alhambra	20
" Newcomes, Vols. I and II, each	20
Clark & Maynard's (English Classics) Sir Roger de Coverly	15
Houghton, Mifflin & Co.'s Riverside Evangeline	15
" " " " Snow Bound	15
" " " " Vision of Sir Launfal	15
Macmillan's Burke, Vol. 1	1 30
Hawthorne's Tanglewood Tales	1 00
Bell's Comus	..
Hales' Longer English Poems	1 25
Meiklejohn's English Literature	1 00
Outlines of Mediæval and Modern History—Myers	1 50
Ancient History for Colleges and High Schools—Myers & Allen	1 50
State Physiology	60
State Civil Government	55
Fiske's Civil Government in U. S	1 00
Maury's Physical Geography, latest edition	1 50
Gray's Field, Forest, and Garden Botany	1 45
Gage's Introduction to Physical Science	1 00
William's Introduction to Chemical Science	80
Young's Elements of Astronomy	1 40
Joynes-Meissner German Grammar	1 35
Keetel's Elementary French Grammar	1 20
Monsanto & Languellier's Practical Course with the Spanish Language	1 25
Collar & Daniell's Beginner's Latin Book, latest edition	1 00
Collar's Gate to Cæsar	40
Collar's Gradatim	40
Allen & Greenough's Latin Grammar, latest edition	1 20
" " Cæsar, " "	1 25
" " Cicero, " "	1 25
" " Virgil, " "	1 60
Daniell's Latin Composition " "	1 20
Leighton's New Greek Lessons	1 20
Goodwin's Greek Grammar	1 50
" Xenophon's Anabasis with Vocabulary	1 50
Keep's Homer's Illiad	1 75
Jones' Exercises in Greek Prose Composition	1 00
Blake's Homer's Lexicon	1 00
Laughlin's Political Economy	1 20
Bartholomew's Drawing Books	15
American Blank Drawing Book	10
Normal Music Books	..

AN OUTLINE

OF THE

COURSE IN ENGLISH

IN

LOS ANGELES HIGH SCHOOL

Arranged for four years' work, each term presupposing thorough knowledge of previous work

B NINTH.

I. *Literature and Expression*—Bulfinch's Age of Fable. Substance of text in pupil's own language, oral and written. Reference to ancient geography and history. Tracing of myths through different lands. Use of myths in literature, so far as time and the maturity of class will allow.

II. *Reading*—Attention to position, enunciation, expression.

III. *Dictionary Work*—Diacritical marks, rules for pronunciation. Drill on words frequently mispronounced. Spelling.

IV. *Grammar*—Attention to capitals, punctuation, margins, headings, and general appearances. Short sentences, clearness and simplicity required. Take syntax from written exercises corrected in class.

V. *Word Building*—Lessons I–XXV., Kellogg and Reed.

VI. *Further Composition Work*—Newspaper paragraphs on local occurrences. Description of pictures, of rooms, and buildings, from observation.

Composition work constantly throughout course.

A NINTH.

I. *Literature and Expression*—Scott's Lady of the Lake. A canto read through for the story, then re-read, giving meaning of words, looking up geographical and other allusions, seeing beauty of figures, Scottish scenery, history, and life. Memorizing, and weaving parts memorized into written work. In this and all subsequent reading, the life of author and his place in literature. Marked differences between poetry and prose. Transposition of verse into prose. Descriptions of scenery from poem and from nature. Short description of personages. Oral and written telling of story. Outline of each canto. Amplification of situations by introducing imaginary details. Tales of a Grandfather for reference. Reading of Hawthorne's Tanglewood Tales.

II. *Reading*—As in B Ninth. Effort to make it pleasurable to listeners.

III. *Dictionary Work*—As in B Ninth.

IV. *Grammar*—Kellogg's Rhetoric, 30 lessons. Simple, compound, and complex sentences by analysis and synthesis. Participles and infinitives. Transposition and transformation of phrases and clauses. Punctuation. Order and clearness in arrangement and expression should be secured before completing the grade.

V. *Word Building*—Substance of Lessons XXVI-XLIV.

JUNIOR B.

I. *Literature and Expression*—1. Irving's Alhambra. Moorish and Spanish scenery, architecture, customs, legends. Conquest of Granada as reference book. Unfamiliar and metaphorical use of words. Expression of one thought in as many ways as possible. Oral and written narrative and description, attempting to reproduce in Irving's style. Reproduction of stories giving different endings or introducing imaginary adventures. Given a group of characters, to imagine stories. Imitative sketches taken from Spanish life in Southern California.

2. Whittier's Snow Bound. New England winter scenery and life. Description of different days from observation. Paraphrases. Exposition of certain passages.

II. *Rhetoric*—Kellogg's Qualities of Style. Perspicuity and synonyms stretched in connection with the Alhambra; Imagery and scansion with Snow Bound. Dictation for punctuation.

Author's birthdays observed throughout Junior year. Pupils expected to read something of each author, outside of class requirements, and to report on home reading.

JUNIOR A.

I. *Literature and Expression*—1. Longfellow's Evangeline, fall term; Courtship of Miles Standish, spring term; the other being read at home. Comparison of Arcadian life with that of the Pilgrims. Character studies. Comparison of Evangeline with Pricilla. Description and narrative. Shades of verbal meaning. Varieties of the phrase. 2. Addison's Sir Roger de Coverley. Constitution of the Spectator's Club. Social life of the period. Character sketches. Verbal peculiarities. The sentence. Imaginary letters in imitation of the Spectator. 3. Lowell's Vision of Sir Launfal. Memorizing of large portions. Analysis of Imagery Beauty in thought and language. Tennyson's Holy Grail read to the class and the two poems compared. Essays on suggested themes.

II. *Rhetoric*—Imagery and scansion in connection with Longfellow and Lowell; energy, wit, and humor, with Addison; elegance with all three.

MIDDLE B.

Literature and Expression—1. Shakespeare's Merchant of Venice. Training in oral dramatic reading. Prosody. Elizabethan grammar and analysis of sentences. Verbal and other peculiarities and difficulties. Imagery. Memorizing. Ability to place prominent passages. Character sketches verified by quotation. Argumentative writing based on play. Final tabulated analysis of entire plot.

2. Thackeray's Newcomes. Class discussion of home reading. Oral debates. Qualities of style. Dictation for punct-

uation. Phases of character developed in relations of personages to one another.

George Eliot's Silas Marner in place of Newcomes, Spring term.

MIDDLE A.

I. *Literature and Expression*—Hales' Longer English Poems, selections. Goldsmith's Traveler and Deserted Village; Cooper's Heroism and Mother's Picture; Gray's Elegy; Byron's Prisoner of Chillon; Burns' Cotter's Saturday Night and Two Days; Dryden's Ode for St. Cecilia's Day, and Alexander's Feast; Pope's Rape of the Lock.

Comments on selected portions, outlines, abstracts, paraphrases, oral and written. Saxon, Latin and French elements studied somewhat, reviewing previous work in word-formation. Imaginary pen pictures. Imaginary conversation at the Cotter's.

II. *Rhetoric and Further Composition*—Varieties of Production, letter writing, scansion; one original story, if possible; one illustrated essay or story.

During middle year each student reads at home and writes reviews of the books chosen, one each, from the following: travels, history, biography, essays, poetry, and fiction.

III. *History of the English Language*—Based on Kellogg and Meiklejohn.

SENIOR B.

Literature and Expression—1. Burke's Select Works, Vol. I., edited by Payne. Historical connection, subject matter, reasoning, oratorical style, Paraphrases and abstracts. Close argument of American speeches, from memory.

(Fall classes for the present will study Macaulay's Second Essay on Earl of Chatham, or Webster's Bunker Hill Orations in place of the Present Discontents.)

2. Shakespeare's Julius Cæsar. Historical and social setting, (Plutarch and Froude for reference.) Development of characters. Dramatic construction. Interpretation. Dictation. Peculiar grammar. Parallel passages. Final tabulated analysis.

SENIOR A.

I. *History of Literature*, based on Meikeljohn. Essays by Macaulay, Lowell, Stedman, Matthew Arnold, and others used for aid in criticism. Brief survey of American literature.

II. *Literature and Expression*—1. Critical study of Spenser's Prothalamion; Milton's Hymn on the Nativity, L'Allegro, Il Penseroso, Comus, Lycidas; Gray's Progress of Poesy, Bard; Collins' Ode to the Passions; Coleridge's Ancient Mariner; Woodworth's Intimation of Immortality; Keats' Eve of St. Agnes.

Special study of word-derivation in Prothalamion. Reading of classic extracts to illustrate History of Literature. Reading of Pilgrim's Progress at home.

III. Commencement themes prepared during first half of this semester.

OUTLINE OF LATIN COURSE

B NINTH.

Collar and Daniell's Beginner's Book begun.

A NINTH.

Collar and Daniell's Beginner's Book completed.
Gradatim, for sight reading.

JUNIOR B.

Collar's Gate to Cæsar.
Cæsar's Gallic War. Book II.
Daniell's Composition begun.
Gradatim, for sight reading.

JUNIOR A.

Cæsar's Gallic War. Books III, IV, and I.
Daniell's Composition continued.
Sight reading, passages from Cæsar.

MIDDLE B.

Cicero, Catiline, Orations, I., II., and III.
Daniell's Composition, continued.
Cæsar, book V., for sight reading.

MIDDLE A.

Cicero, Cataline, Oration IV. Orations *Pro Archia Poeta et Pro Lege Manilia.*

Daniell's Composition concluded.
Passages from other orations for sight reading.

SENIOR B.

Virgil's Æneid, Books I. and II.
Composition—Oratio recta and oratio obliqua, based upon Cæsar. Prosody.

SENIOR A.

Virgil Æneid, Books III. to VI.
Eclogues, for sight reading.

Throughout the course special attention given to

1. Vocabularies.
2. The reading aloud of Latin text.
3. Dictation.
4. Reading of books bearing on the subject.

Book suggested for the following year, Becker's Gallus.

OUTLINE OF GREEK COURSE

JUNIOR A.

Leighton's Lessons, 100 pages.
Goodwin's Greek Grammar for reference.
Mastery of grammatical forms, inflections, and the simple principles of syntax.

MIDDLE B.

Leighton's Greek Lessons completed to "Miscellaneous exercises."
Grammar continued.

MIDDLE A.

Anabasis, books I. and II. Especial attention given to *oratio obliqua* and conditional sentences. Reading at sight. Prose composition.

SENIOR B.

Anabasis, book III; Iliad, book I. Especial attention to prose composition. Structure of Homeric hexameter. Metrical accent. Pauses. Quantity. Scansion. Sight reading.

SENIOR A.

Anabasis, book IV. Iliad, book II. Prose composition continued. Choice extracts from Anabasis and Iliad memorized.

ALUMNI OF THE HIGH SCHOOL

CLASS OF 1875.

Yda Addis (Storke)
Henry O'Melveny
Jessie Peel (Church)
Lillie Milliken (Coulter)
Addie Gates*
Henry Leck
Mary Thomas (Brown)*—7

CLASS OF 1876.

Olive Gibson (Marshal)
M. Eva Myers (Waters)
Mary Chauvin*
Helen White (Caystile)—4

CLASS OF 1877.

Ella Adams (Sippy)
Birdie Austin (West)
Fannie Bernstein (Flater)
Emma Whisler (Gillson)
Fannie Benjamin
Nannie White (Northcraft)
Nannie Strauss (Dunsmoor)
Edward Rimpau
Frank Rimpau
George Williamson
Nelson Williams
Kate Caystile (Porter)—12

CLASS OF 1878.

Betty Anderson (Lowman)
Andrew Glassell
Fannie Kalisher (Livingstone)
Lulu Ferguson (Hayes)
Abram Edelman
Albertine Haley (Pironi)
Ada Connor (Patten)
Glassell Patton
Claudina Rimpau*
Hugh Glassell—10

CLASS OF 1879.

Kate Brousseau
Arthur Bent
Jessie Overman (Collins)
Ella Gird (Lamb)
Jennie Greenbaum (Spiers)
Nettie Morey (Deming)
Mary E. Foy
Scott Chapman
George D. Howland
Carrie Smith
Charles Bell—11

*Deceased.

CLASS OF 1880.

Ada Biles (Marshall)
Albert Clapp
Sara C. Reese
Lulu Entwistle (Hinton)
Maurice Hellman
Mamie Woodworth (Woods)
Edith Hadley
Rebecca Laventhal
Nellie Curtiss (Rorick)
William Grosser
Lizzie S. Thayer
Jessie Gibson (Dunham)
Edward Meserve
Henrietta Rosson (Wood)
Robert Strauss—15

CLASS OF 1881.

Linda Austin (Heald)
William Batchelor
Josephene Dryden
Birdie Cannon (Eversole)
Hermon Heinsch
Bertha Hellman (Meyberg)
Lillie Chick (Patton)
Richard Stephens
Alice Weil
Adele Condit (Bloeser)
Adele Behn
Casper Cohn
Mary A. Gilday
Belle Childs (Knox)
Theodore Savage
Evelyn Lothian (Mock)
Mattie Coffman
Harry Tibbetts
Lizzie Weston—19

CLASS OF 1882.

Elma Ball (Stewart)
John M. Averill*
Benjamin C. Bryant
Bentinck Boyd
Ella Newmark (Seligman)
Ada F. Barrows
Fred Fisher
Allie Richardson
Clara Stoltenberg
Emma Fleishman
Jeannette Lazard (Lewin)
Mabel L. Hall (Forsyth)
Hannah P. Ball (Harris)
Laura Meyer
Effie M. Baxter (Belvin)
Robert R. Dominguez
Adele O'Melveny
Margaret J. Davis (Ralphs)
Leland N. Kercheval
Lizzie Pickering (Davids)
Laura E. Thomas (Carter)
Agnes J. Wilson
Lowman Nevin—23.

*Deceased.

CLASS OF 1883.

Anna Alward (Eames)
Margaret Philipson
Emma Grebe
Belle Borton
Edward J. Harper
Anna Morrison
Josephene Dol
William A. Ryan
Lucinda Foy (Herron)*
Della Baker
Edmonia Price
Mary Greene (Frost)
Minnie S. Baker
Louis Mendelson
Loretta Newell (McPeck)
Adolph Strauss—16

CLASS OF 1884.

Minnie L. Ames
John B. Frick
Gertrude Taft
Margaret L. Craig
Herman Kerckhoff
Albert G. Lang
Nellie Weston
Pearl Kent (McClain)
Edward D. Milner
Charles P. Bragg
Amanda Mathews
Guy O. Rose
Florence Potts
Eva Byram
Rudolph C. Heinsch
Helen M. Thornton (Beebe)
Annie S. Field
Alice C. Fitch
Harry H. Mayberry
Jessie Yarnell
Ella Lechler (Leslie)
George J. Philbin
Ben P. Coulter
C. J. Mueller (Waldenfels)
David Edelman—25.

CLASS OF 1885.

Ada E. Baxter (Bryant)
Clinton A. Bradley
Minnie S. Moody
H. N. Beckett (Trefethen)
Jesse D. Burks
Lillie A. Newell (Kimball)
M. A. Hamilton (Harper)
Anna L. Hazeltine (Clark)
Charles Lantz
Marian Otis
May McLellan
Thomas E. Rowan
T. Berry Boal
Alice C. Miller
Ina M. Baxter (Boal)
Edward R. Bradley
Caroline A. Mueller
Lulu L. Frick (Pierce)
Arthur C. Harper
Leslie R. Hewitt
Mary Ogden (Ryan)
Camilla Hellman
Edward Railton
Ellen Reavis
Ella Stoltenberg
N. L. Tibbetts (Cooper)—26

*Deceased.

CLASS OF 1886.

Jennie Frankenfield
Frank A. Garbutt
Daisy D. Vogel (Curler)
Meta Potts (Nolton)
Carl Kurtz
Homer P. Earl
Edith C. Speedy
Maggie E. Thomson
Dollie Hodgman (Harndon)
Will N. Hisey
Will D. Byram
Lulu Shook
Herman Lichtenberger
Charles Forman
Percy Schumacher—15

CLASS OF 1887.

Katie Bottomes (Rardon)
Marco Hellman
Florence Riley
Victorine Dol[illegible]
Moses G. Norton
Maggie Shields
Amelia Gassen (Whitmeyer)
William H. Waste
Samuel T. Curson
Hattie Perkins (Marchant)
Mary Desmond
Marco I. W. Helman
Antoine Schwannecke
Birdie Dunkelberger
Carl G. Packard
John A. Brewer
Mary L. Hays
Henry P. Wilson
Thomas J. Foster—19

CLASS OF 1888.

Abbie V. Denny (Taggart)
Mary H. Gilmore
Adda F. Gish
Emma M. Haines (Munson)
Estella Haines
Miranda Jacobus
Hattie M. LaDow
John N. Halter*
Walter R. Hanna
Leonhard G. Hilpert
Barton H. Marquis
Edward L. Mayberry, Jr.
Daniel C. Mulock
Edward S. Pauly
Winfred J. Sanborn
Walter S. Sanders
Leonard F. Shepard
William W. Weller—18

*Deceased.

CLASS OF 1889.

Carrie M. Arnold
George B. Beebe
Ellen A. Booth
Durell Draper
Asbery M. Foster*
George L. Goldsworthy
Burton E. Green
Walter F. Haas
A. Stevens Halsted
Mary Haskins
Samuel M. Haskins
Flora G. Howes
Agnes Jacobus
Annie I. Johnson
Samuel McKinlay, Jr.
Ira More, Jr.
Walter L. Newton
Laura C. Noyes
John S. Perry
Cora A. Reavis
Fred A. Stephenson
William I. Stewart
Florence A. Stull
Edwin C. Van Dyke
Henry S. Van Dyke
Henry S. Williams—26

CLASS OF 1890.

Anna D. Austin
Russ Avery
Xora Avery
Bertha Borchers
Robert N. Frick
Letha M. Lewis
Mary Mansfeld
Edna Marsh
Norman R. Martin
Thomas P. McCrea

CLASS OF 1890—*Continued.*

Jonathan M. Gilmore
Luther H. Green
Henry Hay
Gertrude Henderson
May C. Holland (Offutt)
Grace Hubbard
Walter C. Miller
Charlotte W. Pinkham
Frank D. Stephenson
Clarence W. Stevens
Alexander M. Tuthill
Thomas R. Warren—22.

CLASS OF 1891.

Isabel F. Ardito
William H. Booth
Joseph F. Bumiller
Belle Cooper
Cora M. Cass
George F. Doty
Eugene Pitcher
H. Franklin Sheldon
Albert Sherer
William W. Stephens
Maude S. Tufts
Berton E. Vickrey
Sadie A. Whitehead—13.

*Deceased.

CLASS OF 1892.

WINTER

Clara G. Bennett
Mary E. Burton
Edward H. Garrett
C. Bertram Gilbert
J. Darwin Gish
William P. James
Arthur W. P. Kinney
Edward B. Landt
Bertha Oliver
Carl Pauly
Leinel C. Wells
Len D. Whipple
Bertha Worm—13.

SUMMER

Harry L. Alexander
Edward E. Bacon
Norman T. Bourland
Corrie Bruere
Owen S. Case
George P. Cook
Grace H. Crabbe
Florence E. Crow
Donald J. Frick
Ada E. Hutton
Joseph M. Irvine
Freeman M. Kincaid
Leon E. Lampton
Mabel Locke
Marie K. Longstreet
Grace E. Mathes
George L. McKeeby
Henry H. Meyer
George O. Noble
Sherrill B. Osborne
Verda S. Park
Lizzie Ritchie
Leone Seward
Nellie E. Smith
Fred A. Temple
George P. Wilson
Edwin W. Winston
Lilian Zech—28.

Total for 1892—41.

Total number of Alumni—322.

EXTRACTS FROM THE STATE SCHOOL LAW

SECTION 1521. *Tenth*—State educational diplomas may be issued to such persons only as have held for one year, and still hold in full force and effect, a first grade, a grammar grade, a high school, city, or county, or city and county certificate, and who shall furnish satisfactory evidence of having been successfully engaged in teaching for at least five years. Every application for an educational diploma must be accompanied by a certified copy of a resolution adopted by a City or County Board of Education, recommending that the same be granted. Said recommendation shall set forth specifically the places where, and the dates between which, the applicant was taught; and the applicant shall make affidavit to such specific statements to the State Board of Education. The term "five years" shall be construed to mean five years of not less than seven months each; that is, the applicant must have taught a part of each year for five years—not necessarily consecutive years—and in all thirty-five months, of which at least twenty-one months must have been in the public schools of California.

Eleventh—Life diplomas may be issued upon all and the same conditions as educational diplomas, except that the applicant must furnish satisfactory evidence of having been successfully engaged in teaching for at least ten years. Ten years shall be construed to mean ten years of not less than seven months each; that is, the applicant must have taught some part of each year for ten years—not necessarily consecutive years—and in all seventy months, of which at least three years, or twenty-one months, must have been in the public schools of California.

SEC. 1543. *Seventh*—Upon the order of the County Board of Education, the County Superintendent shall issue temporary certificates, valid until the next regular meeting of the County Board of Education, to persons holding certificates of like grade granted in other counties, cities, or cities and counties, or upon any certificates or diplomas upon which County Boards are empowered to grant certificates without examination, as specified in section 1775; provided, that no person shall be entitled to receive such temporary certificates more than once.

SEC. 1550. The Deputy School Superintendent of any city, or city and county, having over thirty thousand inhabitants, may receive such compensation as the Board of Education thereof prescribes, payable in the same manner and out of the same fund as the Superintendent of Schools thereof is paid.

SEC. 1617. The powers and duties of Trustees of school districts, and of Boards of Education in cities, are:

Seventh—To employ the teachers, and, excepting in incorporated cities having Boards of Education, immediately notify the Superintendent of Schools, in writing, of such employment, naming the grade of certificate held by the teacher employed; also, to employ janitors and other employes of schools; to fix and order paid their compensation, unless the same be otherwise prescribed by law; provided, that no Board of Trustees shall enter into any contract with such employes to extend beyond the thirtieth day of June next ensuing.

Ninth—To exclude from schools children under six years of age; provided, that in cities and towns in which the kindergarten has been adopted, or may hereafter be adopted, as a part of the public primary schools, children may be admitted to such kindergarten classes at the age of four years.

Sixteenth—On or before the first day of May in each year to appoint a School Census Marshal; and notify the Superintendent of Schools thereof; provided, that in cities the appointment shall be subject to the approval of the City Superintendent of Schools.

SEC. 1619. The Boards of Trustees and City Boards of Education must maintain all the schools established by them for an equal length of time during the year, and, as far as practicable, with equal rights and privileges.

SEC. 1620. Writing and drawing paper, pens, ink, blackboards, blackboard rubbers, crayons, and lead and slate pencils, and other necessary supplies for the use of schools, must be furnished, under the direction of the City Boards of Education and Boards of Trustees, and charges therefor must be audited and paid as other claims against the School Fund of their districts are audited and paid. The following supplies shall be provided by the District Clerk under the provisions of section one thousand, six hundred and fifty-one of the Political Code, on the written requisition of the teachers, viz.: clocks, brooms, dusting brushes, washbasins, water buckets, tin cups, dustpans, matches, ink, ink bottles, pens, penholders, pencils, crayon chalk, writing and drawing paper, hand bells, coal

buckets or wood boxes, shovels, pokers, *soap*, towels, thermometers, door mats, and scrapers.

SEC. 1621. The Boards of Trustees and City Boards of Education must use school moneys received from the State and County apportionments exclusively for the support of Schools for that school year, until at least an eight months' school has been maintained; if, at the end of any year during which an eight months' school has been maintained, there is an unexpended balance, it may be used for the payment of claims against the district outstanding, or it may be used for the year succeeding. Any balance remaining on hand at the end of any school year in which school has not been maintained eight months, shall be re-apportioned by the Superintendent of Schools as other moneys are apportioned.

SEC. 1622. Boards of Trustees may use the County school moneys for any of the purposes authorized by this Chapter, but all State school moneys must, except the ten per cent. reserved for district school library purposes, be applied exclusively for the payment of teachers of primary and grammar schools.

SEC. 1624. If any Board of Trustees, or City Board of Education, fail to appoint a Census Marshal at the proper time, and through such failure the district is omitted in the apportionment of school moneys, the Trustees or members of the City Board of Education are jointly and severally personally liable to the district for the full amount which the district would have received but for such failure; and the amount may be recovered in an action brought by any citizen of such district or city in the name of and for the benefit of the district or city.

SEC. 1662. Every school, unless otherwise provided by law, must be opened for the admission of all children between six and twenty-one years of age residing in the district, and the Board of Trustees, or City Board of Education, have power to admit adults and children not residing in the district, whenever good reasons exist therefor. Trustees shall have the power to exclude children of filthy or vicious habits, or children suffering from contagious or infectious diseases, and also to establish separate schools for children of Mongolian or Chinese descent. When such separate schools are established, Chinese or Mongolian children must not be admitted into any other school; provided, that in cities and towns in which the kindergarten has been adopted, or may hereafter be adopted, as part of the public primary schools, children may be admitted to such kindergarten classes at the age of four years.

SEC. 1663. All schools, unless otherwise provided by law, must be divided into primary and grammar grades.

SEC. 1667. Instruction must be given in all grades of school and in all classes during the entire school course, in manners and morals, and upon the nature of alcoholic drinks and narcotics, and their effects upon the human system.

SEC. 1672. 'No publication of a sectarian, partisan, or denominational character must be used or distributed in any school, or be made a part of any school library; nor must any sectarian or denominational doctrine be taught therein. Any school district, town or city, the officers of which knowingly allow any schools to be taught in violation to these provisions, forfeits all right to any State or County apportionment of school moneys; and upon satisfactory evidence of such violation, the Superintendent of Public Instruction and School Superintendent must withhold both State and County apportionments.

SEC. 1673. No school must be continued in session more than six hours a day, and no pupil under eight years of age must be kept in school more than four hours per day. Any violation of the provisions of this section must be treated in the same manner as the violation of the provisions of the preceding section.

SEC. 1696. *First*—Every teacher in the public schools must, before assuming charge of a school, file his or her certificate with the County Superintendent.

Fourth—Every teacher must hold pupils to a strict account for disorderly conduct on the way to and from school, on the playgrounds, or during recess; suspend for good cause, any pupil in the school, and report such suspension to the Board of Trustees or City Board of Education for review. If such action is not sustained by them, the teacher may appeal to the County Superintendent, whose decision shall be final.

SEC. 1697. A school month is construed and taken to be twenty school days, or four weeks of five school days each.

SEC. 1702. It shall be the duty of all teachers to endeavor to impress upon the minds of the pupils the principles of morality, truth, justice and patriotism; to teach them to avoid idleness, profanity and falsehood; to instruct them in the principles of a free government, and to train them up to a true comprehension of the rights, duties and dignity of American citizenship.

SEC. 1704. No person is eligible to teach in any public school in this State, or to receive a certificate to teach, who has not attained the age of eighteen years.

SEC. 1714. In cities not divided into school districts, the Library Fund consists of the sum of fifty dollars for every one thousand children between the ages of five and seventeen years, annually taken from the State School Fund apportioned to the city.

SEC. 1715. Libraries are under the control of the Board of Trustees or City Board of Education, and must be kept, when practicable, in the school houses.

SEC. 1771. County Boards of Education have power:

Third—To grant certificates of three grades, valid throughout the county, except as provided in section seventeen hundred and seventy-five, as follows:

1. High school: valid for six years, authorizing the holder to teach in any high school, grammar grade, or primary school; provided, that holders of grammar school course certificates shall be entitled to receive high school certificates in lieu thereof.

2. Grammar grade: valid for three years, authorizing the holder to teach any grammar grade or primary school.

3. Primary: valid for two years, authorizing the holder to teach any primary school. Also, to grant special certificates, valid for three years, which shall entitle the holder to teach such special branches as may be required by City or County Boards of Education.

Ninth—All examination papers shall be kept on file in the office of the Superintendent of Schools for at least one year, and shall be open for the inspection of the applicant or his authorized agent.

SEC. 1772. Applicants for primary County certificates shall be required to pass an examination only in arithmetic, grammar, geography, composition, history of the United States, orthography, defining, penmanship, reading, methods of teaching, school law, industrial drawing, physiology, entomology, civil government, elementary book-keeping and vocal music.

SEC. 1775. The Board may also, without examination, grant County certificates, and fix the grade thereof to the holders of life diplomas, California, Nevada, and Oregon State Educational diplomas, California State Normal School diplomas, San Francisco Normal class diplomas, when recommended by

the Superintendent of Public Schools, California State University diplomas, when recommended by the Faculty of the University, and State Normal School diplomas of other states, and high school and grammar grade certificates of other counties in California; and may also without examination, renew unexpired certificates previously granted in their county; such renewed or indorsed certificates to remain valid for the same length of time for which new certificates may be granted, and the certificates issued, renewed, or indorsed by the County Board of Education shall entitle the holder thereof to teach in any city or school district of the County, except in incorporated cities having Boards of Examination, in grades corresponding to the grades of their certificates; County Boards of Education must issue certificates upon the blank forms prepared and distributed by the Superintendent of Public Instruction.

SEC. 1858. *First*—The School Superintendent of each County must ascertain the number of teachers each district is entitled to, by calculating one teacher for every seventy school census children between the ages of five and seventeen years, or fraction thereof, of not less than twenty school census children, as shown by the next preceding school census.

Third—Five hundred dollars shall be apportioned to each district for every teacher assigned to it.

SEC. 1861. The State School Fund, excepting as otherwise provided in this Chapter, must be used for no other purpose than the payment of teachers of primary and grammar schools.

SEC. 1867. Any parent, guardian, or other person who shall insult or abuse any teacher in the presence of the school shall be guilty of a misdemeanor, and be liable to a fine of not less than ten nor exceeding one hundred dollars.

SEC. 1868. Any person who shall wilfully disturb any public school, or any public school meeting, shall be guilty of a misdemeanor, and liable to a fine of not less than ten nor more than one hundred dollars.

SEC. 1873. Every officer, including Secretaries and Assistant Secretaries of Boards of Education, charged with the performance of duties under the provisions of this Chapter, may administer and certify oaths relating to officers or official matters concerning public schools.

SEC. 1874. *Second*—No change of text-books must be made at any other time than in the months of May or June of the year in which the change is made, and no changes shall be

made to take effect till the beginning of the school term commencing after the thirtieth day of June of that year.

SEC. 1876. No School Trustee or member of any Board of Education must be interested in any contract made by the Board of which he is a member; and any contract made in violation of this provision is void.

SEC. 1879. Any County Board of Supervisors, or any City Council, or any duly authorized committee thereof, may investigate the conduct of any member of a County, or City, or City and County Board of Education, or school officer, or employe, who may be charged with malfeasance in office, and in such capacity shall be entitled to the process of the courts to compel the attendance of witnesses; and the officer who shall preside at such investigation shall have power to administer all necessary oaths.

SEC. 52. *Fourth*—The residence of the father during his life, and after his death the residence of the mother while she remains unmarried, is the residence of the unmarried minor child.

SEC. 58. Every elector is eligible to the office for which he is an elector, except where otherwise specially provided; and no person is eligible who is not such an elector.

SEC. 654. Every parent, guardian, or other person who upbraids, insults, or abuses any teacher of the public schools, in the presence or hearing of a pupil thereof, is guilty of a misdemeanor.

EXTRACTS FROM THE CITY CHARTER

ARTICLE VII.

EDUCATIONAL DEPARTMENT.

SECTION 69. The government of the School Department of the city shall be vested in a Board of Education, to consist of *nine persons* to be elected as herein provided, to be called members of the Board of Education, who shall serve without salary.

SEC. 70. The Board of Education shall elect one of their number President, and shall hold regular meetings at least once in each month, and special meetings at such times as shall be determined by a rule of said Board. A majority of all the

members shall constitute a quorum for the transaction of business, but a smaller number may adjourn from time to time. The Board may determine the rules of its proceedings. Its sessions shall be public, and its records shall be open to public inspection. The Board shall fill all vacancies occurring in that body until the next general municipal election.

SEC. 71. The Board of Education succeeds to all the property rights and obligations of the Board of Education of the City of Los Angeles heretofore existing, and it shall have sole power:

1. To establish and maintain public schools, including High Schools, to change, consolidate and discontinue the same, and to establish school districts, and to fix and alter the boundaries thereof.

2. To appoint or employ, or dismiss the City School Superintendent, a Deputy Superintendent, a Clerk, and such teachers, janitors and School Census Marshals, mechanics, laborers, and other employes as may be necessary to carry into effect the powers and duties of the Board; to fix, alter, and allow their salaries or wages, and to withhold, for good and sufficient cause, the whole or any part of the salary or wages of any person or persons employed as aforesaid.

3. To make, establish and enforce all necessary and proper rules and regulations for the government of public schools, the teachers thereof, pupils therein, and for carrying into effect the laws relating to education; also to establish and regulate the grades of schools, and determine what text-books, course of study, and mode of instruction should be used in said schools.

4. To provide for the school department fuel and lights, water, blanks, blank books, printing and stationery; and to incur such other incidental expenses as may be deemed necessary by said Board.

5. To build, alter, repair, rent and provide school houses, and to furnish them with proper school furniture, apparatus and appliances, and to insure against fire any and all such school property.

6. To take and to hold in fee, or otherwise, in trust for the city, any and all real estate and personal property that may have been acquired, or may hereafter be acquired, for the use and benefit of the public schools of the city; and to sell or exchange and to lease any of such property; provided, that the proceeds of any such sale or exchange shall be exclusively applied to the purchase of other lots, or the erection of school houses.

7. To grade, fence and improve all school lots, and in front thereof to grade, sewer or pave, and repair the streets, and to construct and repair sidewalks.

8. To sue for any and all property belonging to or claimed by the said Board of Education, and to prosecute and defend all actions at law or in equity, necessary to recover and maintain the full enjoyment and possession of said property, and to require the services of the City Attorney free of charge in all such cases.

9. To determine annually the amount of money required for the support of the public schools, and for carrying into effect all the provisions of law in reference thereto; and in pursuance of this provision, the Board shall, on or before the fifteenth day of July of each year, submit in writing to the City Council a careful estimate of the whole amount of money to be received from the State and County, and the amount required from the city for the above purposes, and the City Council shall in each year, fix the percentage of taxes to be levied and collected for school purposes; provided, that the amount to be thus levied for school purposes shall not exceed twenty cents on each one hundred dollars' valuation upon the assessment roll, and that when collected it shall be paid into the School Fund.

10. To establish regulations for the just and equitable disbursement of all moneys belonging to the School Fund.

11. To examine and approve, in whole or in part, in the manner provided in section 212, every demand payable out of the School Fund, or to reject any such demand for good cause.

12. To discharge all legal incumbrances now existing, or which may hereafter exist, upon any school property.

13. To prohibit any child under six years of age from attending the public schools.

14. In its discretion to establish kindergarten schools for the instruction of children between the ages of five and six years, and industrial or manual training schools or departments.

15. To receive and manage property or money acquired by bequest or donation in trust for the benefit of any school, educational purpose, or school property.

16. And generally to do and perform such other acts as may be necessary and proper to carry into force and effect the powers conferred on said Board, and to increase the efficiency of the public schools in said city.

SEC. 72. All contracts for building shall be given to the lowest bidder therefor, offering adequate security, to be deter-

mined by the Board after due public notice, published for not less than ten days in the official newspaper of the city. It shall be the duty of the Board to furnish all necessary supplies for the public schools. All supplies, books, stationery, fuel, printing, goods, material, merchandise, repairing and every other article or thing supplied to or done for the public schools, or any of them, when the expenditure to be incurred on account of such matter may exceed five hundred dollars, shall be done or furnished by contract, let to the lowest bidder after like public advertisement; provided, that the Board of Education may reject any and all bids under this section.

SEC. 73. Any member of the Board of Education, officer, or other person officially connected with the School Department, or drawing a salary from the Board of Education, who, while connected or drawing such salary upon investigation by the Board of Education shall be found to be interested either directly or indirectly in, or to have gained any advantage or benefits from any contract, payments under which have been or are to be made in whole or in part from moneys derived from the School Fund, or raised by taxation or otherwise for the support of the public schools, shall forfeit his office, and the Board of Education shall thereupon declare such office vacant.

SEC. 74. The Board of Education shall, before the 30th day of June of each year, fix a schedule of salaries for teachers and employes of the School Department, to take effect on the first day of July following, and to remain in force during one year.

SCHOOL SUPERINTENDENT.

SEC. 75. The Superintendent, with the approval of the Board of Education, may, for good and sufficient cause, provisionally suspend any teacher employed in the public schools of the city, until the next meeting of the Board of Education. It shall be the duty of the Superintendent to report to the Board of Education annually, and at such other times as it may require, all matters pertaining to the expenditures, income and condition of progress of the public schools of said city during preceding year, with such recommendations as he may deem proper; to visit each school at least once a month; to observe, and cause to be observed, such general rules for the regulation, government and instruction of the schools as may be established by the Board; to recommend to the Board the dismissal of teachers, stating the reasons therefor; to attend all sessions

of the Board, and inform it at each session of the condition of the public schools, school houses, school fund, and other matters connected therewith, and recommend such measures as he may deem necessary for the advancement of education in the city; and to acquaint himself with all the laws, rules and regulations governing the public schools in said city, and the judicial decisions thereon, and give advice connected with public schools, gratuitously, to officers, teachers, pupils, and parents and guardians.

SCHOOL FUND.

SEC. 76. The School Fund shall consist of all moneys received from the State School Fund and County School Fund, and all moneys arising from taxes which shall be levied annually by the City Council of the city for school purposes; of all moneys arising from the sale, rent, or exchange of any of the school property, and of such other moneys as may, from any source whatever, be paid into any School Fund. The School Fund shall be separate and distinct from all other moneys, and shall only be used for school purposes under the provisions of this charter. If, at the end of any fiscal year, any surplus remains in the School Fund, such surplus money shall be carried forward to the School Fund for the next fiscal year, and shall not be, for any purpose whatever, diverted or withdrawn from said fund, except under the provisions of this charter.

SEC. 77. The said School Fund shall be used and applied by said Board of Education for the following purposes, to-wit;

1. For the payment of the salaries or wages of the Superintendent, Deputy Superintendent, Clerk, teachers, janitors, School Census Marshals, and other persons who may be employed by said Board.

2. For the erection, alteration, repairs, rent, and furnishing of school houses.

3. For the purchase money or rent of any real or personal property purchased or leased by said Board.

4. For the insurance of all school property.

5. For the discharge of all legal incumbrances on any school property.

6. For lighting the school rooms and the offices and rooms of the Superintendent and Board of Education.

7. For supplying the schools with fuel, water, apparatus, blanks, blank books and necessary school appliances, together with books for indigent children.

8. For supplying books, printing, and stationery for the use of the Superintendent and Board of Education, and for the incidental expenses of the Department.

9. For grading and improving all school lots, and for grading, sewering, planking, or paving and repairing streets, and constructing and repairing sidewalks in front thereof.

SEC. 78. All demands authorized by this article shall be paid by the City Treasurer from the School Fund; provided, that the said Board shall not have power to contract any debts or liabilities, in any form whatsoever, against said city, in contravention of this article, or exceeding in any year the income and revenue provided for the School Fund for such year; but this provision shall not be construed to prevent the incurring of indebtedness for permanent improvements to be liquidated by the proceeds of municipal bonds issued by the City of Los Angeles in accordance with the general laws of the State for the purpose of defraying the cost of such permanent improvements.

SEC. 79. It shall be the duty of the Auditor of the County of Los Angeles, upon the first Monday in each month, and at such other times as he may deem proper, to certify in duplicate to the Superintendent of Schools of such County, the amount of School moneys at that time in the County Treasury, and the amount received during the previous month. The County Superintendent shall, upon the receipt of such certificates, indorse upon one of them the amount of such moneys to which the public schools of the city are entitled. The certificates so indorsed shall be at once returned to said Auditor, who shall direct upon the same the County Treasurer to pay the sum designated upon such certificate to the Treasurer of the city for the use of the School Fund thereof.

SEC. 80. The Treasurer of said County shall thereupon pay to the Treasurer of said city the sum directed by the Auditor as above provided; and when said moneys are placed in the City School Fund, they shall be used in precisely the same manner as moneys raised by city school taxes in the city; provided, that the entire revenue derived by the city from the State School Fund and the State School Tax Fund shall be applied by said Board of Education exclusively to the support of primary and grammar schools.

ARTICLE XIII.

INFECTIOUS DISEASES.

SEC. 128. The Health Officer shall report to the Superintendent of the Public Schools the names and residence of every

person sick of typhus, sick or yellow fever, Asiatic cholera, smallpox, leprosy, diphtheria or scarlet fever, he may deem dangerous to the public health; and it shall be the duty of the Superintendent of Public Schools when so notified of the residence of any person sick of any of the diseases enumerated, to refuse admittance to the public schools to any member of a family, one or more of whose inmates are sick of any of the aforesaid diseases; provided, that the parties excluded shall be readmitted upon presenting a certificate from the Health Officer that there is no longer any danger from contagion.

ARTICLE XXI.

CLAIMS AND DEMANDS.

SEC. 212. All demands payable out of the School Fund must, before they can be approved by the City Auditor, or paid, be previously approved by the Board of Education, by a vote of six members thereof taken with the ayes and noes and spread on the minutes, and the action of said Board indorsed on said demand and signed by the presiding officer and Clerk thereof. After the approval of said demands they shall be delivered to the City Auditor, who shall have the same powers and perform the same dtiues in reference to demands payable out of the School Fund as is provided for in other demands; provided, that in case the City Auditor shall reject any such demand, or if in his opinion said demand should be paid only in part, he shall return the same to the Board of Education instead of the Council.

SEC. 214. Any demand returned to the Board of Education or the Board of Directors of the Los Angeles Public Library, with the objection of the City Auditor shall again be considered by such Board, and if such demand be again approved, as required in the first instance, such objection of the City Auditor shall be thereby overruled.

RULES AND REGULATIONS

OF THE

BOARD OF EDUCATION

OF THE

CITY OF LOS ANGELES.

DUTIES OF THE SUPERINTENDENT.

1. The Superintendent shall be the executive officer of the Board of Education, and shall have a general supervision of all the public schools of the city. It shall be his duty:

2. To comply with all the provisions of section 75 of the City Charter.

3. To make and enforce such regulations as he may deem conducive to the best interests of the schools, subject to the approval of, and not in conflict with the general rules of the Board.

4. To visit each of the schools of the city as often as his other duties will permit, and give attention to organization, discipline and instruction. To direct the teachers from time to time to make such changes, not contrary to adopted rules, as shall seem best calculated to give greater efficiency to the schools.

5. To call such teachers' meetings, general or special, as he may deem necessary for the purpose of giving instruction or direction to the teachers in the discharge of their duties, for the discussion of methods of teaching and systems of school government, and to secure uniformity in grade work and in discipline of the schools.

6. To see that the school registers are properly kept, and reports made by the teachers and principals with care, neatness and uniformity.

7. To keep himself informed in regard to the school systems of other cities, their plan of organization, modes of government,

methods of instruction, and such other matters as may assist the Board to legislate wisely for the highest interests of the schools, and for this purpose to exchange reports with other School Boards.

8. To fill all vacancies occasioned by the temporary absence of regular teachers, from the list of regularly elected substitutes; and to make such other temporary arrangements relative to the schools as he may deem proper, and report the same to the Board at its next meeting.

9. To prescribe the rules for the semi-annual promotions, and to direct such special examinations as he may deem proper.

10. To devise a system of blanks for reports, and instruct the teachers in the proper mode of using them. These blanks shall be used to keep parents informed of the attendance, scholarship and deportment of their children, and to secure the co-operation of parents with teachers.

11. To suspend from school any pupil whose conduct or character is such as to injure the reputation of the school, or whose parents wilfully neglect or refuse to co-operate with the Superintendent or teachers in carrying out the regulations of the school, or encourage their children to violate the regulations of the school, and to report his action to the Board at their next meeting.

12. To keep regular office hours every week day, and give due notice thereof to teachers and the public; and to perform such other duties as may be required of him by the Board of Education.

DEPUTY SUPERINTENDENT.

13. The Deputy shall act under the general direction of the Superintendent, and in the absence of the latter, shall keep the office hours, and perform the usual official duties of the Superintendent.

14. He shall devote his time exclusively to the duties of his office; and it shall be his special duty to visit schools, and to ascertain by frequent oral examinations, the condition of the schools.

15. It shall be his duty to observe carefully the methods of teaching and discipline pursued by teachers. He shall give advice and assistance to teachers, and shall, in their presence, exemplify before their schools the best methods of teaching.

16. He shall, as often as required, present to the Superintendent a written report of the efficiency of the teachers, and

the condition of the schools that have been visited by him, and all such reports shall be preserved in the office of the Superintendent for the use of the Board.

PRINCIPALS.

Rules of the State Board of Education.

17. Principals shall be held responsible for the general management and discipline of their schools, and the studies pursued; and the assistant teachers shall follow their directions, and co-operate with them, not only during school hours, but during the time when the pupils are on the school premises, before and after school and during recesses.

18. Assistants shall be held responsible for the studies, order and discipline of their own rooms, under the general direction of the principals.

19. Principals shall prescribe such rules for the use of yards, basements and outbuildings connected with the school houses, as shall insure their being kept in a neat and proper condition, and shall examine them as often as necessary for such purpose. They shall be held responsible for any want of neatness or cleanliness about their school premises.

PRINCIPALS.

Rules of the City Board of Education.

20. It shall be the duty of the principals to enforce the Rules and Regulations of the Board of Education in the schools of their respective buildings, to carry out the directions and suggestions of the Superintendent, and in every way to aid in the conduct of the schools.

21. To superintend the janitors in the discharge of their duties, require them to do their duty promptly and well, and to report cases of failure, neglect or incompetency to the Superintendent.

22. To keep a record of the absence and tardiness of assistant teachers, and make it a part of their monthly report to the Superintendent. They shall also report the failure of any teacher, under their supervision, to carry out the rules and regulations established for the guidance of teachers.

23. To visit the schools of their buildings, to advise, assist and encourage the teachers in their work. They shall endeavor to correct objectionable methods of discipline or instruction, and shall deem it their duty to report such as may be persisted in by any teacher. In the performance of their

duties they shall exemplify the work of every class or grade under their charge by teaching each subject before the pupils and teachers as often as practicable.

24. To examine and classify, under the direction of the Superintendent, all pupils admitted without cards of promotion. They shall in no case admit pupils from any other districts of the city without a written permit from the Superintendent, and must not admit non-resident pupils without payment of one month's tuition in advance, which shall be paid to the Superintendent, who shall pay same to City Treasurer, and file receipt therefor with the Clerk.

25. To allow no advertisement to be read to, or distributed among the pupils of any school upon the school premises. [The term premises wherever used in these rules, to include land to the center of any and all streets bounding school property.] To allow no advertisement to be posted upon the fences or walls of any school buildings under their supervision; nor permit any agent or other person to enter any school or school premises at any time for the purpose of exhibiting, either to pupils or teachers, any article whatever, or to announce any public entertainment.

26. To be present at 8.30 a. m., to remain upon the school premises during the day. Pupils may enter the grounds at this hour, and shall not loiter about and annoy neighbors, or people passing, by accosting them, or indulge in noisy play.

27. To temporarily suspend pupils from school for persistent disobedience, vulgarity or truancy, or for such other offenses as in their judgment can best be met and corrected in this way. They shall at once notify in writing—giving reasons—the parent or guardians, and the Superintendent. The Superintendent shall give the matter his attention, and if the suspension be confirmed, fix the time it is to hold.

28. To send requisitions for supplies to the office of the Superintendent at the close of each school month, and see that the teachers are provided with the necessary articles. They shall make, upon blanks furnished them for the purpose, monthly reports of their schools to the Superintendent, who shall keep such reports on file in his office. They shall also make an Annual Report, and furnish such other information to the Superintendent, as he may, from time to time, require, or as they may think proper to communicate.

29. To see that all clocks belonging to the building are properly regulated by the city time, and have teachers conform

to this standard in making their record of attendance, both for themselves and for their pupils.

30. To deliver, at the close of the school year, the registers, class books, and keys of their respective buildings, at the office of the Superintendent, together with a list of school property in their possession, accounting for such as may have been removed or injured.

ASSISTANT TEACHERS.

Rules of the State Board of Education.

31. Teachers are required to be present at their respective school rooms, and to open them for the admission of pupils at *fifteen minutes before* the time prescribed for commencing schools, and to observe punctually the hours for opening and closing school.

32. Teachers are particularly enjoined to devote their time faithfully to a vigilant and watchful care over the conduct and habits of the pupils *during the time of relaxation and play*, before and after school, and *during the recesses*, both in the school buildings and on the playgrounds.

33. It is expected that the teachers will exercise a general inspection over the conduct of scholars going to and returning from school. They shall exert their influence to prevent all quarrelling and disagreement, all rude and noisy behavior in the streets, all vulgar and profane language, all improper games, and all disrespect to citizens and strangers.

34. Teachers shall give vigilant attention to the *ventilation* and *temperature* of their school rooms. At each recess the windows and doors shall be opened for the purpose of changing the atmosphere of the room. Teachers are required to exercise reasonable supervision over the text-books of the pupils, to inspect the same from time to time, and to prevent their defacement or wanton destruction.

35. Teachers shall enter in the school register in the order of their application, the names of all those applying for admission to the school after the prescribed number of pupils has been received. Such applicants should be admitted to seats whenever a vacancy occurs in any class for which they have been found duly qualified, in the order of their registration.

36. Teachers are authorized to *require excuses* from parents or guardians of pupils, either in person or by written note, in all cases of *absence* or *tardiness*, or for dismissal before the close of the school.

37. The books used and the studies pursued shall be *such and such only* as may be authorized by the local Board of Education; and no teacher shall advise or require any of the pupils to purchase for use in the schools any book not contained in the list of books directed and authorized to be used in the schools.

38. It shall be the duty of the teachers of the schools to read to the pupils, from time to time, as much of the school regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

39. In all the primary schools, exercises in free calisthenics and vocal and *breathing exercises* shall be given at least twice a day, from three to five minutes for each exercise.

40. Teachers shall endeavor to make themselves acquainted with parents and guardians in order to secure their aid and co-operation, and to better understand the temperaments, characteristics, and wants of children.

41. Teachers shall daily examine the lessons of their various classes, and make such special preparation upon them, if necessary, as not to be constantly confined to the text-book; and instruct all their pupils without partiality, in those branches of school studies which their various classes may be pursuing. In all their intercourse with their scholars they are required to strive to impress on their minds, both by precept and example, the great importance of continued efforts for improvement in morals, manners and deportment, as well as in useful learning.

42. Teachers should explain each new lesson assigned, if necessary, by familiar remarks and illustrations; that every pupil may know, before he is sent to his seat, what he is expected to do at the next recitation, and how it is to be done.

43. Teachers should only use the text-book for occasional reference, and should not permit it to be taken to the recitation, to be referred to by the pupils, except in cases of such exercises as absolutely require it. They should assign many questions of their own preparing, involving an application of what the pupils have learned, to the business of life.

44. Teachers should endeavor to arouse and fix the attention of the whole class, and to occupy and bring into action as many of the faculties of their pupils as possible. They should never proceed with the recitation without the attention of the whole class, nor go round the class with recitation always in the same order, or in regular rotation.

45. Teachers should at all times exhibit proper animation themselves, manifesting a lively interest in the subject taught; avoid all heavy, plodding movements, all formal routine in teaching, lest the pupil be dull and drowsy, and imbibe the notion that he studies only to recite.

ASSISTANT TEACHERS.

Rules of the City Board of Education.

46. It shall be the duty of teachers to look after the conduct of the pupils while in the school room; to care for the furniture, apparatus, etc., in their respective rooms, and to cooperate with the principal in the preservation of the buildings, fences and all other school property.

47. To refer new pupils to the principal for examination and classification, and when so classified to record their names in the general register, with all the data called for in the register.

48. To promptly notify parents or guardians of the absence or tardiness of pupils, and give a special notice either in person or by note, of such as are habitually troublesome, or are specially poor in their studies. They are expected to exercise all due patience and make every reasonable effort in individual cases, before asking to have a pupil suspended for misconduct or placed in a lower grade for failure in studies.

49. To send, from the second to twelfth grades, both inclusive, to parents or guardians, on cards furnished for the purpose, a report of the attendance, deportment and scholarship of each pupil for each period.

50. To avoid, as far as possible, the practice of detaining pupils; to avoid scolding and all harsh and passionate expressions to or in the presence of their pupils; they are reminded that the best disciplinarians are those who govern themselves, and secure good order by gentle influences. To avoid corporal punishment when obedience can be maintained by milder measures. In administering corporal punishment, they must avoid striking the head or hands using a switch or light strap in such a manner as not to inflict bruises or lasting marks, and must have at least one teacher as witness to such punishment. They may refer all incorrigible cases to the principal.

51. To attend all general and special meetings called by the Superintendent. *Only such excuses as would justify absence from regular school duties will be considered or accepted.* To make monthly reports to the principal upon the blanks provided for that purpose.

52. To dismiss their schools promptly at all times when the signal is given by the principal, and to see that all their pupils leave the school premises in the evening before they themselves depart.

SUBSTITUTE TEACHERS.

53. In case of necessary absence of regular teachers, they shall promptly notify the Superintendent, who shall supply a substitute. The list of substitute teachers shall be designated by the Board of Education, and in no case must other persons be placed in charge of schools.

54. Substitutes shall receive the full regular pay of the teachers whose places they fill, and shall be paid by the same at the end of the school month, in which the service was rendered.

SPECIAL TEACHERS.

55. Special teachers shall, at the request of the Superintendent, meet the teachers for the purpose of giving them instruction in the branches of which such special teachers have charge.

56. They shall visit regularly and impartially the several departments in which they are employed to teach, and make written reports of the progress of their work to the Superintendent, as often as he may request.

57. The regular teacher of any room shall not be absent from the room during the exercises of special teachers, but shall co-operate in the preservation of order and discipline, and shall enforce the observance of instructions given by the special teachers.

58. It shall be the duty of the regular teachers to make themselves proficient, practically, as well as theoretically, in such special branches as are taught in the schools.

PUPILS.

Rules of the State Board of Education.

59. No pupil shall be detained in school during the intermission at noon, and a pupil detained at any recess shall be permitted to go out immediately thereafter. All pupils, except those detained for punishment, shall be required to pass out of the school room at recess, unless it would occasion an exposure of health.

60. No person shall be allowed to retain connection with any public school, unless furnished with books, slates and other utensils required to be used in the class to which he be-

longs: provided, that no pupil shall be excluded for such cause, unless the parent or guardian shall have been furnished by the teacher with a list of books or articles needed, and one week shall have elapsed after such notice without the pupil obtaining said books. Books may be furnished to indigent children by the Trustees, at the expense of the district, whenever the teacher shall have certified in writing that the pupil applying is unable to furnish such books.

61. Any pupil who shall in any way cut or otherwise injure any school house, or injure any fences, trees or outbuildings belonging to any of the school estate, or shall write any profane or obscene language, or make any obscene pictures or characters on the school premises, shall be liable to suspension, expulsion or other punishment, according to the nature of the offense. The *teacher may suspend* a pupil temporarily for such offense, and *shall notify* the Trustees of said action. Pupils shall not be allowed to remain in any of the rooms that are provided with improved styles of furniture, except in the presence of a teacher, or a monitor who is made especially responsible for the care of the seats and desks. All damage done to school property by any of the pupils shall be repaired at the expense of the party committing the trespass. Within one week of any damage to school property, teachers shall notify the Trustees, or be held personally responsible.

62. All pupils who go to the school without proper attention having been given to personal cleanliness, or neatness of dress, shall be sent home to be properly prepared for school, or shall be required to prepare themselves for the school room before entering. Every school room shall be provided with a wash basin, soap, and towels.

63. No pupil affected with any contagious disease shall be allowed to remain in any of the public schools.

64. Every pupil is expected to attend school punctually and regularly; to conform to the regulations of the school, and to obey promptly all the directions of the teacher; to observe good order and propriety of deportment; to be diligent in study, respectful to teachers, and kind and obliging to schoolmates; to refrain entirely from the use of profane or vulgar language, and to be clean and neat in person and clothing.

65. Continued wilful disobedience or open defiance of the authority of the teacher constitutes good cause for expulsion from school, and habitual profanity and vulgarity good cause for suspension from school.

66. Pupils are required in all cases of absence, to bring, on their return to school, an excuse in writing from their parents or guardians, assigning good and sufficient reasons for such absence.

67. All pupils who have fallen behind in their grade by absence or irregularity of attendance, by indolence or inattention, shall be placed in the grade below, at the discretion of the teacher.

68. No pupil shall be permitted to leave school at recess, or at any other time before the regular hour for closing school, except in case of sickness, or on written request of parent or guardian.

69. Any scholar who shall be absent one week without giving notice to the teacher, shall lose all claim to his particular desk for the remainder of the term, and shall not be considered a member of the school.

70. Each scholar shall have a particular desk, and shall keep it and the floor beneath in a neat and orderly condition.

PUPILS.

Rules of the City Board of Education.

71. All children between six and twenty-one years of age, of actual residents of Los Angeles city, shall be admitted free to all of the public schools. The children of non-residents shall not be received, except upon the payment of a tuition fee, as fixed by the Board of Education.

72. Non-resident pupils may be admitted on the following terms: In the High School, $3.00 per month; in Grammar schools, $2.00 per month; in primary schools, $1.50 per month; tuition to be paid in advance to the principal. But in no case must non-resident pupils be received to the exclusion of those whose homes are in the city.

73. All pupils must attend school in the district in which they live, unless they have a written permit from the Superintendent to attend another school. The permission shall be given only for the purpose of relieving crowded schools, or for other good reason satisfactory to the Superintendent.

74. Teachers are authorized to send pupils home for excuses of tardiness or absence, except when the weather is such that it would occasion exposure to health.

75. Every pupil in whose family any contagious disease is known to prevail, shall, on returning to school, present a certificate from the Health Officer stating that the proper precau-

tions have been taken, and that no risk will be incurred in receiving the bearer into school.

76. Every pupil who shall be absent three *half* days without excuse from parent or guardian, given either in person or by written note, satisfying the teacher that the absences were caused by his own sickness, or by sickness in the family, or some *urgent cause*, rendering attendance impossible, or to avoid exposure of health, shall be suspended from school, until satisfactory assurance is given to the principal, by the parent or guardian, that the pupil will be more punctual in the future. In the application of this rule, two unexcused tardinesses or leaving school without permission, shall be counted as one-half day's absence. A pupil who shall be suspended the second time, can only be restored by personal application to the Board at a regular meeting.

77. No pupil, after having entered one school, shall be admitted into another school the same scholastic year, without a certificate of honorable discharge from the former school, or without a transfer from the principal, when the pupil has changed his residence to another district.

78. Wilful disobedience, habitual truancy, vulgarity, profanity, stealing, or carrying deadly or dangerous weapons, shall constitute good cause for suspension or expulsion from school.

79. Pupils shall be liable to suspension if their parents create a disturbance in school, or censure, abuse or insult any teacher before his class, or on the school premises.

80. Any pupil who uses tobacco in any form on the school premises, shall be liable to expulsion.

81. During rain-storms or otherwise exceptionally bad weather, pupils shall be allowed to enter their rooms as soon as they come in the morning, and to remain during intermission. At such times, teachers must see that their pupils do not engage in boisterous play, but may allow them to play parlor games, singing, calisthenics, etc.

82. Pupils who are not in their seats at the time for opening school shall be marked tardy.

83. Pupils shall not be absent a part of the day for the purpose of receiving instruction elsewhere, except by special permission of the Superintendent, recommended by the teacher and principal, and only very urgent reasons will be deemed satisfactory.

103. All complaints against teachers, or other employes of the School Department, must be made in writing and verified, and shall be addressed to the Clerk of the Board of Education.

104. Teachers shall not award prizes or give any presents to any pupil or pupils. Neither shall teachers receive any presents of any kind from their puptls. Contributions for any purpose shall not be permitted in any school.

105. No child under the age of five years shall be admitted to the Kindergarten schools.

106. All rules, regulations, resolutions, and orders passed by the Board of Education that are in conflict with these Rules and Regulations, are hereby rescinded.

TABLE NO. 1

CENSUS MARSHAL'S REPORT, ETC.

	1891	1892
No. of white children between 5 and 17 years of age. ..	10,843	11,605
No. of Negro, Indian and Chinese children between 5 and 17 years of age.	241	225
Total number of census children	11,084	11,830
No. of children under 5 years of age.	4,907	5,036
No. of children between 5 and 17 years of age who have attended public schools during year.	8,115	9,409
No. of children between 5 and 17 years of age who have attended private schools only during year	1,197	818
No. of children between 5 and 17 years of age who have not attended school during the year.	1,772	1,603

TABLE NO. 2.

District No.	Name of School	1890 1891 Total Enrollment	1890 1891 Average Enrollment	1890 1891 Average Attendance	1890 1891 Per cent. of Attendance	1890 1891 Tardy Marks	1891-1892. Total Enrollment	1891-1892. Average Enrollment	1891-1892. Average Attendance	1891-1892. Per cent. of Attendance	1891-1892. Tardy Marks
1	Arroyo Street	4	29	27	93	47	25	18	17	96	20
2	Swain Street	17	31	30	97	39	34	25	23	94	22
3	Chestnut Street	231	177	167	95	78	207	172	165	96	56
4	Hellman Street	367	313	308	96	86	388	328	312	95	85
5	Gates Street	166	162	156	96	49	196	158	153	97	47
6	Griffin Avenue	205	162	156	96	97	238	177	169	95	72
7	Castelar Street	374	293		96	510	435	330	316	96	604
8	Sand Street	459	353	354	95	381	456	351	335	96	133
9	Alpine Street	243	172	166	96	122	224	165	156	96	108
10	Temple Street	211	182	176	97	22	352	274	263	96	63
11	Casco Street			25	91	55	79	54	51	94	32
12	Grafton Street	165				148	32	23	31	90	25
13	Union Avenue	223	176	160	95	64	190	142	135	95	111
14	Fremont Avenue	192	126	115	93	56	204	158	149	94	110
15	Normal Primary	161	140	135	96	68	169	133	128	97	51
16	Spring Street	939	483	646	95	356	848	636	606	95	404
17	Eighth Street	446	364	352	96	156	471	363	348	96	76
18	Tenth Street	249	193	55	95	96	220	190	183	96	114
19	Sixteenth Street	420	352	335	95	166	433	357	341	96	209
20	Seventeenth Street	204	158	149	94	125	236	183	173	95	158
21	Thirtieth Street	392	309	296	96	162	410	337	332	95	136
22	San Pedro Street	167	120	113	93	167	147	113	108	95	74
23	Staunton Avenue	61	46	44	96	54	39	23	22	97	25
24	Seventh Street	162	130	24	95	136	174	135	130	95	108
25	Ninth Street	383	294	279	95	256	442	347	328	95	253
26	Hewitt Street	262	195	188	95	122	416	304	293	96	94
27	Amelia Street	483	354	336	95	287	443	328	311	95	189
28	Ann Street	345	285	268	94	147	339	293	275	94	117
29	Macy Street	192	142	134	94	156	205	157	150	96	126
30	Cornwell Street	152	132	124	96	103	142	104	100	96	53
31	Breed Street	224	177	168	95	243	321	283	269	95	251
32	First Street	108	75	71	95	87	98	71	68	96	66
33	High Street	403	365	352	96	281	446	413	398	96	239
34	Night School	103	41	36	87	186	166	66	56	85	318
35	Kindergartens	422	230	201	89	355	660	346	314	91	541
	Totals	9166	7071	6710	95	5555	9945	7557	7188	95	5091

TABLE No. 3 —NAMES AND LOCATION OF BUILDINGS, AND ESTIMATED VALUE OF PROPERTY, 1892.

Number	NAME OF SITE	LOCATION	Size of Lot	Value of Lot	Value of Buildings	Value of Furniture, Apparatus and Library.	Total Value	Date of Erection of Buildings
1	Arroyo Street	Arroyo and Cypress Streets	150 X180	$ 1000	$ 1500	$ 200	$ 2700	1884
2	Swain Street	Swain Street and N. Griffin Avenue	178X199	3000	3000	200	6200	1890
3	Truman Street	Truman and Humboldt Streets	75X157	900	None	None	900	.....
4	Chestnut Street	Chestnut Street, near Pasadena Avenue	300X165	4500	6500	1000	12000	1888
5	Hellman Street	Hellman Street, near Downey Avenue	⅔ acre	6500	12000	2000	20500	1886
6	Pritchard Street	Pritchard and Flora Streets.	200X150	1000	None	None	1000	.....
7	Gates Street	Gates Street, near Hawkins Street	120X330	4000	8500	1000	13500	1890
8	Griffin Avenue	Griffin Avenue, near Darwin Street	110X330	4500	4000	1000	9500	1882
9	Hayes Street	Hayes and Albion Streets	200X165	2700	7400	300	10400	1892
10	Castelar Street	Castelar and College Streets	120x247	5000	13000	2000	20000	1882
11	Sand Street	Sand Street, near Castelar Street	153X219	8000	15000	2000	25000	1872
12	Alpine Street	Alpine and Centennial Streets	131X200	4500	16000	1500	22000	1892
13	Temple Street	Temple Street, near Edgeware Road	155X199	7500	14000	2000	23500	1886
14	Grafton Street	Grafton Street, north of Temple Street	120X120	500	3000	200	3700	1888
15	Casco Street	Casco and Temple Streets	197X150	2400	4770	250	7420	1890
16	Alvarado Street	Alvarado and W. First Streets	125X200	4000	None	None	4000	.....
17	Union Avenue	Union Avenue, near W. First Street	180X140	4900	9500	1000	15400	1890
18	Fremont Avenue	Fremont Avenue, near W. Second Street	180X165	5500	9500	1000	16000	1890
19	Pearl Street	Pearl Street, near W. Fourth Street	120X165	6000	100	50	6150	1882
20	Spring Street	Spring Street, near Sixth Street	120X330	100000	40000	3500	143500	1884
21	Eighth Street	Eighth Street and Grand Avenue	240X165	20000	12000	2200	34200	1877
22	Tenth Street	Tenth Street, near Vernon Street	188X138	3500	6500	1000	11000	1888
23	Sixteenth Street	Sixteenth Street, near Hill Street	150X261	9000	14000	2000	25000	1890
24	Seventeenth Street	Seventeenth and Georgia Bell Streets	1¼ acre	10000	15000	1500	26500	1892
25	Thirtieth Street	Thirtieth Street, near Main Street	143X165	5000	15000	2000	22000	1888

26	San Pedro Street.....	San Pedro Street, near Washington Street.....	186x356	5000	6200	1000	12200	1888
27	Staunton Avenue.....	Staunton Avenue, near E. Washington Street...	160x260	2000	4000	500	6500	1890
28	Seventh Street.....	E. Seventh and Lemon Streets..	150x170	3500	8500	1000	13900	1884
29	Ninth Street.....	E. Ninth Street and Stanford Avenue.....	174x224	6000	14000	2000	22000	1890
30	Hewitt Street.....	Hewitt Street, near E. First Street.....	120x240	6000	13500	2000	21500	1891
31	Amelia Street.....	Amelia Street, near Lazard Street.....	184x150	7500	12000	2000	21500	1886
32	Railroad Street.....	Railroad Street, near Main Street.....	150x200	4500	4000	None	8500	1884
33	Ann Street.....	Ann and Magdelena Streets.	100x200	4300	14700	2000	21000	1890
34	Macy Street.....	Macy Street and Brooklyn Avenue.....	1¼ acre	5000	6500	1000	12500	1888
35	Cornwell Street.....	Cornwell and Sheridan Streets.....	162x252	3000	8000	750	11750	1890
36	Breed Street.....	Breed and New York Streets.....	180x148	5000	14000	2000	21000	1886
37	First Street.....	E. First and Savannah Streets.....	185x143	3000	7000	500	10500	1892
38	Euclid Street.....	Euclid and E. Second Streets.....	200x243	2000	None	None	2000	.....
39	High School.....	Castelar Street, near Sand Street.....	198x232	12000	70000	3000	85000	1890
	Totals.....		.....	$292,700	$412,670	$45650	$750,520	

COMPARATIVE STATEMENT OF EXPENDITURES AND RECEIPTS.

EXPENDITURES.

	1884-5	1885-6	1886-7	1887-8	1888-9	1889-90	1890-1	1891-2
Totals..... ...	$99,280 99	$105,391 97	$161,362 64	$186,987 64	$192,225 42	$183,146 68	$268,171 65	$214,209 98

RECEIPTS.

Totals.....	$105,274 13	$124,586 05	$167,757 24	$211,338 86	$231,220 45	$251,773 92	$273,595 41	$204,106 13

COMPARATIVE STATEMENT OF APPORTIONMENTS TO COMMON SCHOOL FUND.

	1884-5	1885-6	1886-7	1887-8	1888-9	1889-90	1890-1	1891-2
From the city	$ 27,398 09	$ 2,864 00	$ 76,423 53	$ 84,218 17	$ 77,053 55	$ 60,519 30	$ 55,325 87	$ 59,537 49
" county	16,565 50	21,369 12	19,779 30	32,407 00	47,041 25	54,273 00	46,125 00	31,800 00
" state	37,221 54	43,041 64	43,719 70	62,085 75	93,118 75	97,656 50	101,273 50	106,252 50

COMPARATIVE STATEMENT OF EXPENDITURES FOR BUILDINGS AND SITES.

	1884-5	1885-6	1886-7	1887-8	1888-9	1889-90	1890-1	1891-2
Totals.....	$22,043 87	$32,635 70	$33,332 63	$34,210 43	$41,117 94	*$10,619 06	$66,440 36	$ 36,712 14

* $200,000 expended out of "School Improvement" Bond Fund.

PRICES OF STATE TEXT-BOOKS NOW ISSUED AND READY FOR USE.

Prices fixed by the State Board of Education, June 13, 1891, in accordance with section 10, chapter 127, Statutes of 1887:

NAME OF BOOK.	Cost Price at Sacramento.	Price to Pupils.
First Reader	15 cents	20 cents
Second Reader	33 "	40 "
Third Reader	54 "	65 "
Speller	25 "	30 "
Primary Number Lessons	20 "	25 "
Advanced Arithmetic	42 "	50 "
English Grammar	42 "	50 "
United States History	70 "	80 "
Lessons in Language (Elem. Grammar)	25 "	30 "
Elementary Geography	50 "	60 "
Physiology	50 "	60 "
Civil Government	46 "	55 "

SUPERINTENDENT'S REPORT.

To the City Board of Education.

GENTLEMEN:—In accordance with the law, the nineteenth annual report of the schools of this city, for the year closing June 30, 1892, is respectfully submitted:

COMPARATIVE STATISTICS.

	1890.	1891.	1892.
No. census children	10,867	11,084	11,830
No. enrolled in public schools	8,423	9,166	9,945
Average daily attendance	5,900	6,710	7,188

Cost of pupil for all current expenses (not including repairs and permanent improvements):

	1890.	1891.	1892.
1. Upon the school census	$14 76	$16 27	$13 63
2. Upon number enrolled	19 04	19 68	17 39
3. Upon average daily attendance	27 18	26 88	23 64

Cost per pupil for tuition alone:

1. Upon the school census	$12 69	$14 12	$12 52
2. Upon number enrolled	16 37	17 07	15 89
3. Upon average daily attendance	23 37	21 83	20 60

NUMBER OF PUPILS ENROLLED BY GRADES, JUNE, 1892.

	Boys.	Girls.
Kindergarten	217	205
First year	660	664
Second year	529	505
Third "	521	554
Fourth "	528	514
Fifth "	396	409
Sixth "	313	315
Seventh "	197	261
Eighth "	141	165
Ninth "	83	122
Tenth "	55	57
Eleventh "	33	31
Twelfth "	25	16
Night School	49	—
	3746	3818

Total enrollment, June, 1892 (closing month)	7564
" " October, 1891 (opening month)	7946
Highest " February, 1892 (" second semester)	8375

CHANGES IN THE COURSE OF STUDY.

By reference to the foregoing table it will be seen that the enrollment for the different departments is as follows:

Kindergarten	422 pupils.
Primary, first to fifth year, inclusive	5280 "
Grammar, sixth to ninth year, inclusive	1597 "
High School, tenth to twelfth year, inclusive	217 "

It will be seen that the number in the Grammar Department is but thirty per cent of that of the Primary, showing a very large falling off in the sixth year.

So many are there who finish their schooling with the fifth or sixth year, it has been thought advisable to so arrange the course of study that the many who leave during these years will have some general knowledge of percentage and other important topics of business arithmetic, which can be taken up more in detail in the seventh and eighth years by those whose opportunities are greater.

So in the case of technical grammar, it has been thought best that that subject should practically begin with the seventh year, and allow the previous years to be given to language work, so that the pupils who leave in the fifth and sixth years will be drilled in written and oral expression without any study of the rules of grammar, but having been subjected to continual training in the proper use of the English language by conversational and reproduction exercises under the direction and criticism of the teacher.

In the ninth year the work in grammar is reviewed in connection with the work in English. Two and a half or three years' study of technical grammar, especially if those years are the maturer ones of school life, should be amply sufficient.

With the fourth year the study of geography begins. Under the head of supplementary reading, however, this subject has been introduced as early as the second year, by the adoption of the series entitled "The World and its People."

We hope to see great improvement in the reading, now that interesting books of travel will be placed in the hands of the pupils. Reading and re-reading the well-known stories of the every day reader has a tendency to render expression spiritless. Therefore, there existed a demand for more reading material of a somewhat connected character, which would at once be both interesting and instructive. For these reasons the geographical readers of the above-named series were introduced in the second, third, fourth and fifth years; the information readers in the sixth and seventh years.

As it was not within the range of possibilities for the board to purchase copies in sufficient numbers that each pupil should have one in these grades, the plan suggested itself of districting the city into nine parts and purchasing books sufficient for the pupils of one building in each district, then circulating these copies.

In the seventh year Montgomery's Beginner's Book in United States History has been introduced, to prepare the way for the heavier State book, which is used in the eigth year, beginning with the Struggle for the Interior.

The Leading Facts of American History, by Montgomery, is recommended as a suitable supplementary history for the desk of the eighth grade teacher.

Teachers of the second and third grades are to be supplied with White's Two Years in Number to supplement the State Primary Number Lessons.

In the last half of the eighth year two recitations a week will be devoted to reviewing the arithmetic, which by the

revised course of study is completed in the B class of the eighth year, and three recitations to elementary geometry.

CALISTHENICS.

For the last two years instruction in calisthenics has been given in our High School. The Swedish system formed the basis of this training, and it was ably taught by Miss Agnes McLean.

During the last year Miss McLean so arranged her work at the High School as to meet the urgent request of the teachers of the Grammar and Primary Departments for instruction. Classes were formed of the teachers, and regular lessons were given weekly. Besides this, the special teacher visited the school rooms as her time would permit, to witness the execution of her instruction.

The board has made no mistake in providing for the continuance of this work during the coming year. Physical training is as much a part of school work as mental, and too much care cannot be given as well to correcting injurious habits in reference to posture and carriage of the bodies of our children, as to the proper and uniform development of their various muscles.

At the close of the year Miss McLean tendered her resignation here to take up the work in another part of the State, and the board elected Mr. C. J. Rodhe to fill the vacancy. Mr. Rodhe's time will be given mainly to the work of the Primary and Grammar Departments.

HIGH SCHOOL.

Now that our High School, in its new home, has grown to considerable dignity, the City of Los Angeles should not rest content until that institution affords every modern opportunity that can properly be expected from a High School.

A course of Modern languages is added this year to the three courses already in existence. It is further hoped and recommended that a strictly business or commercial course be established, covering two or two and one-half years, teaching, among other things, type-writing, shorthand and telegraphy.

Furthermore, there is already a private fund of $1600 ready to be applied to some manual training enterprise. Why not look forward to the establishment of a department in connection with the High School, where a course in sewing, dressmaking and cooking may be elected by girls, and architectural drawing and woodwork by boys? Should such a course be authorized there is little doubt but that the $1600 would be

considerably increased by other donations from the friends of of manual training. There is no place in the public schools so well adapted to the introduction of such training, by way of trial, as in the High School as a special course, leaving the requirements for admission to be adjusted as after conditions may suggest.

There are rooms in the High School basement which, with a few changes, could be made suitable for certain lines of manual work.

One other suggestion is offered, which, though made last is by no means the least—a gymnasium should be fitted up in the room provided for this purpose in the High School building. A beginning toward the proper equipment of this room could be made at once, and time will gradually produce the longed-for result.

This room could be placed under the charge of our special teacher of calisthenics, and the work systematized here as in other lines.

MODERN LANGUAGES.

French, German and Spanish are introduced into the High School course, in the manner here indicated:

1. German, as an alternate for Latin in the *Literary Course*, beginning with the Junior Year.
2. French, as an alternate for Greek, and if two modern languages are wished, German for Latin, in the *Classical Course.*
3. French, as an alternate for history, *only where students are fitting for institutes of technology.*
4. French or German, as alternate for arithmetic in Junior A, and all mathematics in Middle and Senior Years where thought advisable.
5. Spanish, as an alternate for Latin, in the Ninth and Junior years.

DRAWING.

The work in drawing, in the High School, has grown to such an extent as to alone require a special teacher. It is, therefore, recommended that the Board engage an additional teacher, who shall give her whole attention to the instruction of drawing in the primary and grammar schools.

NIGHT SCHOOL.

During the last year the work in the night school was more satisfactory than it has ever been. The number of pupils enrolled at the Spring street building for the evening session was sufficient to warrant the employment of two teachers

instead of one. This enabled the school to be better graded. The primary classes were placed under the charge of W. H. Lyon, the grammar under the principal, George D. Howland, both experienced teachers in public school work.

The school opens again under the same management, and should the enrollment increase correspondingly with last year another teacher would be engaged, and a still better-graded school would result.

The studies pursued are reading (from the Reader and the United States History), spelling and arithmetic, including business forms. Instruction in writing is given by the special teacher. The books used are the State series. The session is from seven to nine o'clock during the school year of nine months.

ARITHMETIC.

The criticism is often and justly made, in reference to the teaching of arithmetic in our public schools, that much time is wasted either upon too difficult and tedious problems or upon some issues long defunct in business, but still attached to our curriculum on the score of being extremely useful in the development of the reasoning powers.

In this study, most emphatically one thing should always be borne in mind by the teacher, namely, the degree of maturity of the pupils' minds. No exercises should be assigned haphazzard to classes, but each problem should be first thought through by the teacher. If this plan is adopted some problems which are now used will never be given to any of the classes.

If the requirements at the top of the educational ladder were rather a thorough understanding of the elementary principles and corresponding facility in the accurate performance of business operations, and not such advanced matter, involving such a diversity of principles, and requiring such mental feats, less that is burdensome and weighty for our elementary schools would find a place in our course of study, to the positive benefit of the child, both mentally and physically, if not morally.

Much practice with easy rather than difficult problems is recommended to our teachers, that *accuracy*, and *rapidity* in the *accurate* working of arithmetical operations may be gained. Brilliancy in correct reasoning is more sure to result from such a course, and when it is obtained it is on a basis of utility.

Then, too, the difficult problems, if many, are a source of training and mental benefit to the few only. The majority, though they may have worked the exercises correctly, have not relied upon their own mental efforts entirely. Thus a moral disadvantage may accrue.

In the teaching of measures and weights great care should be exercised to establish in the pupils' minds correct judgments, and no better method can be used than the objective. Let pupils use the measures and handle the weights, where possible, to be sure of correct impressions. There are too many confused ideas as to square and cubic measurements. Advance slowly in this work, review often and supplement with many easy, practical examples. Require pupils to illustrate and so label that no doubt can arise.

MUSIC.

This branch will never be satisfactorily taught in our public schools until under the sole direction of a competent music instructor. Such a person should be thoroughly acquainted with the workings of the public school system, and should possess experience in public school work. There are such persons, already in the department, of the requisite experience and ability, who would insure success in this branch of instruction.

NEW BUILDINGS.

This year opening October 3, 1892, will see increased accommodations. The Hewitt school house, which we had expected to use during the last semester of the past school year, is now, after many unavoidable delays, ready for occupancy. This building contains eight school rooms, and also a temporary kindergarten room. The old building that stood on this site is torn down.

The Alpine street and the Seventeenth street buildings are being raised and enlarged to twice their capacity—eight rooms each.

The East First street and the Hayes street buildings, both of two rooms, are each to be four-room buildings by the opening of the schools in the fall.

The Hayes street building formerly stood at the corner of Prichard and Flora streets, East Los Angeles, unoccupied on account of the lack of sufficient pupils in that vicinity to warrant its use.

At its meeting September 19, 1892, the Board authorized the purchase, for $1,400, of a corner lot, 180 feet on Santa Fe avenue and 200 feet on Washington street, to be used as a site for the old Seventh street building, which has been standing on the rear of the school lot, corner of Lemon and East Seventh streets. This is a two-room building, and its location on this site will afford ample accommodations in this part of the city for some years to come.

It is recommended that on the completion of this work the thirty or more scholars who have been attending the Fruitland district, and whose tuition there has been paid by the Board for several years past, be notified to attend this building, and that no further tuition be paid.

These additions make for the school year an actual increase in rooms of twenty-one over last year.

The district which suffers most on account of insufficient accommodations is that of the Spring street building. It was first recommended that this valuable property be sold and two sites, one east and the other west of Main street, be purchased instead, and an eight-room building be erected on each site. The property was advertised for sale, but as no bids were received, it would now seem best, and it is so recommended, that eight rooms be added on Spring street side, bringing the front wall directly on the front line of property—this would add to its value for business, should it be sold some time hence, and until the price of property is inviting for some transaction, school may be maintained in quarters well adapted for the purpose.

APPLICANTS.

All applicants for positions as teachers must appear *in person* before the Teachers' Committee, which meets in the Superintendent's office, room 25 City Hall, at 4 o'clock p. m., on the Saturdays preceding the first and third Mondays of the calendar month.

Written applications are not considered until after personal application has been made.

Many applicants, after receiving this information, write a second letter to ask if some exception cannot be made in their case, as they cannot afford to come so far to make a personal application without first knowing what their chances will be when they get here. To these people we must say that on the other hand the Board cannot afford to encourage applicants to incur the expense of coming here with the possibility that they might not want them when they see them. They wish to see the applicants for that very purpose, that is, to determine what their chances are.

Each person must decide for him or her self whether to come or not, after receiving the above information.

No applicant will be considered who cannot present satisfactory evidence of at least one year's successful teaching in actual charge of a school. Two years' successful experience, or a Normal school graduate, is required to teach in the first grade.

Twenty-five to fifty teachers are required annually to fill vacancies and supply new schools. About half this number is required between the first of October and the first of June, while the schools are in session.

There is a State Normal school located in this city which graduates yearly more than fifty teachers, but as they are required to get a year's experience elsewhere before they can be employed in this city, and as most teachers make their contracts in July and August for a year, the supply of first-class teachers is not always equal to the demand from October to June.

CERTIFICATES.

Holders of Primary Certificates may teach in the first five or Primary grades; holders of Grammar Grade Certificates in the next four, or Grammar Grades; holders of High School Certificates in the next three, or High School Grades.

All certificates are issued by the County Board of Education. We quote as follows from their rules:

"The examination of applicants for teachers' certificates shall be held semi-annually, beginning in June and December of each year.

5. Arithmetic, grammar and composition, and orthography shall be the test studies. Applicants who fail to obtain an average of 65 per cent. in these studies shall be excluded from further examination.

6. The subjects for examination, and the time and standard of credits shall be as follows:

FOR PRIMARY CERTIFICATES.	Hours	Credits
1. Arithmetic	2 ¼	100
2. Grammar and Composition	2 ½	100
3. Orthography	½	100
4. Geography	1 ½	50
5. United States History	1 ¾	50
6. Word Analysis and Defining	1	50
7. Physiology	1	50
8. Penmanship and Elements of Bookkeeping	1 ½	50
9. Industrial Drawing	1 ½	50
10. Vocal Music	1	50
11. Methods of Teaching	2	50
12. Civil Government	1 ¼	50
13. School Law	1	50
14. Reading	1	50
15. Practical Entomology	½	50
Total	20 ¼	900

FOR GRAMMAR GRADE CERTIFICATES.

	Hours	Credits
1. Elementary Geometry	2	50
2. Literature and Rhetoric	2	100
3. Botany and Zoology	1½	50
4. General History	1	50
5. Psychology and Principles of Education	1½	50
6. Bookkeeping (Single and Double Entry)	2	50
7. Algebra to Quadratics	2	50
8. Natural Philosophy	1½	50
Total	13½	450

FOR HIGH SCHOOL CERTIFICATES.

	Hours	Credits
1. Algebra	2	50
2. Geometry	2	50
3. Latin or English (Subject 14, University of California)	2	50
4. Chemistry	1	50
5. Plane Trigonometry	1	50
6. Geology		50
7. Astronomy		50
Total	8	350

7. A Primary Certificate may be granted to any applicant receiving an average of not less than eighty per cent. upon the primary subjects; provided the applicant is eighteen years of age and is a person of good moral character.

8. A Grammar Grade Certificate may be granted to any applicant holding or entitled to receive a Primary Certificate of this county, who shall obtain an everage of 80 per cent. in an examination upon the Grammar Grade subjects; provided the applicant is 18 years of age, is a person of good moral character, and has taught successfully for at least one year.

9. A High School Certificate may be granted to any applicant holding or entitled to receive a Grammar Grade Certificate of this county, who shall obtain an average of 80 per cent. in an examination upon the High School subjects; provided the applicant is 18 years of age, is a person of good moral character, and has taught successfully for at least two years.

CERTIFICATES UPON CREDENTIALS.

1. The Board may grant, without examination, a Primary or Grammer Grade Certificate to the holder of a Life Diploma,

a California, Nevada or Oregon State Educational Diploma, a California State Normal School Diploma, a San Francisco Normal Class Diploma, when recommended by State Superintend- of Public Instruction; a California State University Diploma, when recommended by the Faculty of the University, and a State Normal School Diploma of any other State.

2. The Board may, without examination, grant a Primary Certificate to the holder of a valid Grammar Grade or High School Certificate issued upon examination in any other county of this State; also a Grammar Grade Certificate to the holder of a valid Grammar Grade or High School Certificate issued in like manner; provided said certificate shows an average standing of 85 per cent. on all of the subjects required for a Grammar Grade Certificate in this county; provided further, that the applicant in each case shall bring a satisfactory recommendation from the Superintendent or Board of Education whence he or she comes.

3. The Board may, without examination, grant a High School Certificate to the holder of any one or more of the credentials mentioned in the first paragraph of this section; provided the applicant presents to the Board satisfactory evidence of having completed in some reputable Normal School, High School, College or University, a course of study including all of the requirements for a High School Certificate in this county; and provided further, that the applicant presents satisfactory evidence of having taught successfully for two years.

4. Applications for certificates upon credentials, and for renewals, must be in writing, and accompanied by the necessary fee of two dollars.

5. No recommendation for an Educational or Life Diploma will be given unless the applicant files with the Secretary of the Board a written application, with credentials showing that he has taught successfully the whole time required by law. Applications for Life Diplomas must be accompanied by a fee of three dollars."

KINDERGARTENS.

The Board has established four new kindergarten schools this year, making seventeen in all. The new schools are at Hayes st. (East Los Angeles), Seventeenth st., Alpine st. and Hewitt st. buildings.

The connection between the kindergarten and primary work is not by any means so close as it should be, principally owing

to the fact that many of the pupils entering the first grade do not come through the kindergarten. Until this matter is regulated, it is difficult to see how a closer relation may be established.

In view of the fact the State Normal School does not train teachers for this deparment, it is recommended that a training school for kindergarten teachers be established as a part of the public school system, with a trainer in charge, appointed just as other teachers are. In such a school the theory could be taught afternoons, and practice given to the young lady pupils in kindergartens mornings, as assistants without pay. In this way our schools would be furnished with kindergartners trained to the system in use. The salary of the trainer would be in a measure offset by the services rendered by the pupil teachers.

GRADE MEETINGS.

The plan adopted for teachers' meetings this year is the same as that in use during the last year.

There are four sections of teachers in addition to the kindergartens. All teachers having the first grade constitute the first section; those having the second and third, the second section; those having the fourth and fifth grades comprise the third section; while those who have the sixth, seventh and eighth grades are the fourth section.

On the third Saturday of every school month these sections meet at their respective rooms in the Spring street school building at 10 o'clock A. M. to discuss the best methods of teaching and to receive instructions from the Superintendents and from special teachers.

The principals meet half an hour before the sections on the same dates.

General meetings of all the teachers are called at the High school auditorium two or three times during the year, when a more formal program is arranged.

At the opening of schools last year we held, under the new law, our first City Institute.

This year our City Institute will be held Dec. 21st, 22d and 23d at the High school building.

The sections of teachers at the institute will be the same as those indicated above, and the work, for morning sessions, is

to be of the same character as that done in our monthly meeting, but more extended and with some outside assistance.

For afternoon sessions we have engaged the services of Prof. Earl Barnes of Stanford Jr. university, and Prof. Elmer E. Brown of the State university.

The plan of holding a separate institute from that of the county seems to work well and meets with favor.

W. M. FRIESNER,
Superintendent.

A. E. BAKER,
Deputy Superintendent.

District No. 1.

ARROYO STREET SCHOOL Corner Cypress Street.	ADDRESSES	Years of Experience
1. Miss Mary E. LeVan	237 S. Sichel st	2

District No. 2

SWAIN STREET SCHOOL Cor. N. Griffin Avenue.		
2. Miss Mary A. Lang (Principal)	237 S. Sichel st	2
3 Miss Addie J. Samuels	119 N. Daly st	6

District No. 3

CHESTNUT ST. SCHOOL Near Pasadena Avenue		
4. Miss Mary A. Henderson (Principal.)	813 Downey ave	10
5. Miss Nellie A. Prior	288 N. Sichel st	2
6. Miss Helena Fleishman	518 W. Sixth st	1
7. Mr. M. A. Tucker	621 Downey ave	6

District No. 4

HELLMAN STREET SCHOOL Corner Pasadena Avenue		
8. Mrs. Mary L. Friend	330½ S. Spring st	5
9. Miss Nellie E. Clark	906 Darwin ave	2
10. Miss Emma L. Augier	801 S. Hope st	10
11. Miss Janet M. Henderson (Principal)	813 Downey ave	18
12. Miss Della E. Ledbetter	825 Mozart st	2
13. Mrs. Ida M. Harris	743 S. Broadway	13
14. Miss Emma Griffiths	916 Downey ave	16
15. Mrs. Gertrude D. Croft	201 N. Sichel st	10
16. Miss Frances V. Harrow	532 Downey ave	6

Years in Los Angeles	Certificate Date of Expiration	Rooms	Classes
0	G. Jan., '94	1	B1, A1, B2, A2.
1	G. Jan., '94	1	B1, A1, B2,
0	G Jan.. '93	2	B3, A3, B4.
7	G. Jan., '93	3	B1, A1, B2.
1	G. Jan., '95	4	B3, B4.
0	G. June, '95	2	A4, B5.
1	P. June, '94	1	B6, A6.
2	Kindergarten	1	Kindergarten.
2	Kindergarten	1	Kindergarten.
1	G. June, '94	2	B1, A1.
8	G. Jan., '94	3	B2, A2.
1	G. Jan., '95	4	B3, A3.
1	P. June, '93	5	B4, A4.
4	G. Jan., '94	6	B5, A5.
5	G. June, '94	7	B7, A7.
5	G. Jan., '94	8	B8, A8.

District No. 5

GATES STREET SCHOOL

Near Downey Avenue

	ADDRESSES	Years of Experience
17. Miss Ella Stoltenberg	1103 Hawkins st	4
18. Miss Millie M. Cox	119 N. Daly st	3
19. Miss Margaret S. Clark	128 N. Johnson st	7
20. Miss Ella M. Dixon (Principal)	136 N. Daly st	8

District No. 6

GRIFFIN AVENUE SCHOOL

Near Darwin Avenue

21. Miss Helen E. Hunt (Principal)	115 S. Olive st	11
22. Miss May McKee	135 N. Griffin ave	5
23. Mrs. Belle Bruce	833 S. Spring st	8
24. Miss Bertha S. Wilkins	704 N. Main st	8

District No. 7

HAYES STREET SCHOOL

Corner Albion Street.

25. Miss Laura G. Bacon	1629 Santee st	2
26. Miss Mabel Brown	1368 S. Flower st	1
27. Miss Mary E. Quayle	135 N. Griffin ave	8
28. Miss May Stansbury	443 S. Broadway	2
29. Mr. James W. Henry (Principal)	118 S. Daly st	4

Years in Los Angeles	Certificate Date of Expiration	Rooms	Classes
3	G. Jan., '94	1	B1, A1, B2.
2	G. Jan., '93	2	B3, A3, B4.
2	G. June, '93	3	B5, A5.
5	G. Jan., '93	4	B6, A6.
5	G. Jan., '94	3	B1, A1.
0	P. June, '94	1	B2, A2.
1	G. June, '93	2	B3, A3.
4	P. June, '94	4	B4, A4.
2	Kindergarten	1	Kindergarten.
0	Kindergarten	1	Kindergarten.
3	P. June, '93	2	B1, A1.
0	G. Jan., '94	3	B2, A2, B3.
1	G. Jan., '95	4	B7, A7.

District No. 8

CASTELAR STREET SCHOOL
Corner College Street

	ADDRESSES	Years of Experience
30. Mrs. Frances Mackey	404 Amelia st	2
31. Miss Edna Betts	807 W. Washington st	1
32. Miss Margaret L. Benedict	839 Buena Vista st	4
33. Miss Marion A. Rouse	363 S. Main st	8
34. Miss Alice Reeves	711 Montreal st	5
35. Mrs. C. G. DuBois (Principal.)	839 Buena Vista st	33
36. Miss Ella Carothers	425 Temple st	8
37. Miss Clara M. Healy	622 W. Sixth st	8
38. Mrs. Emma A. Thurston	740 Rosas st	6
39. Miss Carrie W. Roberts	956 S. Broadway	24

District No. 9

SAND STREET SCHOOL
Near Castelar Street

40. Miss Mary A. Cook	125 S. Olive st	11
41. Miss Ernestine Machold	930 Court Circle	12
42. Mrs. M. A. P. Smith	403 N. Broadway	20
43. Miss Belle Sharpe	756 S. Flower st	4
44. Miss Cecilia Auld	340 Buena Vista st	16
45. Mrs. Albertina Smith	647 S. Spring st	6
46. Mr. J. B. Millard (Principal.)	1255 Ionia st	14
47. Miss Rebecca E. Griffin	937 Orange st	12

Years in Los Angeles	Certificate Date of Expiration	Rooms	Classes
2	Kindergarten	9	Kindergarten.
0	Kindergarten	9	Kindergarten.
3	G. Jan., '95	1	B1.
4	G. Jan., '95	2	B1, A1.
4	G. Jan., '93	3	B1, A1.
20	L. D.	4	B2.
2	G. Jan., '94	5	A2, B3.
2	G. Jan., '94	6	A3, B4.
2	P. Jan., '93	7	A4, B5.
8	G. Jan., '95	8	A5, B6, A6.
5	G. Jan., '94	1	A1, A1.
2	P. June, '93	2	B2, A2.
15	P. June, '94	3	B3, A3.
2	G. Jan., '94	4	B4, A4.
8	G. June, '94	5	B5, A5.
1	G. Jan., '95	6	B6, A6.
4	G. Jan., '95	7	B7, A7.
0	G. Jan., '94	8	B8, A8.

District No. 10

ALPINE STREET SCHOOL Corner Centennial Street.	ADDRESSES	Years of Experience
48. Miss Olga H. Dorn	676 W. 23rd st	8
49. Mrs. Nora Millspaugh	311 W. Third st	1
50. Miss Mary L. Hays	555 Fremont ave	3
51. Mrs. Kate Brodbeck	1037 Alpine st	3
52. Miss Cora S. Slack (Principal.)	601 Temple st	17
53. Miss Mary E. McGraw	Garvanza	11
54. Miss C. W. Paulding	341 S. Hill st	11
55. Miss Laura J. Campbell	425 Temple st	5
56. Miss Rose Murphy	424 Temple st	8

District No. 11

TEMPLE STREET SCHOOL Near Edgeware Road.		
57. Miss Annie M. Junkin	1646 W. First st	2
58. Miss Lillian Clark	900 Temple st	1
59. Miss Rose Hardenberg (Principal)	331 W. Second st	15
60. Miss M. F. Philipson	123 N. Hope st	4
61. Miss May Egan	1525 Rockwood ave	4
62. Mrs. E. Parsons	220 N. Union ave	7
63. Miss Augusta Root	139 S. Olive st	8
64. Miss Josie McKellar	425 Temple st	12
65. Miss Leonora Hassler	317 Union ave	7

District No. 12

GRAFTON STREET SCHOOL Near Edgar Street.		
66. Miss C. Marie Halvorsen	301 Welcome st	8

Years in Los Angeles	Certificate Date of Expiration	Rooms	Classes
2	Kindergarten	1	Kindergarten.
0	Kindergarten	1	Kindergarten.
2	G. Jan. '93	2	B1.
2	P. June '94	3	A1, B2.
8	G. Jan. '93	4	B2, A2.
7	G. June '94	5	B3, A3.
0	P. June '94	6	B4, A4.
2	G. June '94	7	B5, A5,
1	G. Jan. '95	8	B6, A6.
2	Kindergarten	1	Kiudergarten.
1	Kindergarten	1	Kindergarten.
3	G. Jan. '93	4	B1.
4	P. June '93	2	A1, B2, A2.
1	G. Jan. '95	3	B3, A3.
2	P. June '95	5	B4, A4.
4	G. June '94	6	B5, A5.
1	P. June '94	7	B6, A6, B7.
5	G. Jan. '93	8	A7, B8, A8.
0	G. Jan., '93	1	B1, A1, B2, A2.

District No. 13

CASCO STREET SCHOOL

Corner Temple Street.

		ADDRESSES	Years of Experience
67.	Mrs. Grace B. Clarke..... (Principal)	..257 Ohio st.....	7
68.	Miss Helen Sullivan.....	Prospect Park	3

District No. 14

UNION AVENUE SCHOOL

Near West First Street.

69.	Miss N. Ellen Reavis'.....	305 W. Second st.....	4
70.	Mrs. Minnie J. Greenman..	231 Hamilton st.....	14
71.	Miss Agnes M. Blakeley...	333 N. Union ave.....	3
72.	Mr. G. H. Chilcote..... (Principal)	1567 Rockwood ave.....	3

District No. 15

FREMONT AVENUE SCHOOL

Near West Second Street

73.	Miss Mary A. Richardson..	218 W. 27th st.....	5
74.	Miss Anna S. Lynch.....	1322 Georgia Bell st....	2
75.	Miss Lizzie C. Shultz.....	923 W. Sixth st.....	22
76.	Miss Olivia Day.....	173 Burlington ave.....	6
77.	Miss Rachel H. Jamison.....	130 Witmer st	3
78.	Miss Esther L. Strauss..... (Principal)	301 N. Broadway	16

District No. 16

NORMAL PRIMARY SCHOOL

Corner Fifth and Grand Avenue.

79.	Miss Carrie Reeves	711 Montreal st.....	4
80.	Miss Agnes Elliott.....	428 S. Hope st.....	4
81.	Mrs. Fannie H. Byram..... (Principal)	603 S. Main st.....	8

Years in Los Angeles	Certificate Date of Expiration	Rooms	Classes
2	G. Jan., '93	1	B1, A1, B2.
1	G. Jan., '95	2	A2, B3, A3, B4.
2	G. Jan., '95	1	B1, A1, B2.
3	G. Jan., '94	2	A2, B3, A3.
2	G. Jan., '93	3	B4, A4, A5.
2	P. June, '93	4	A6, B7, A7.
2	Kindergarten		Kindergarten.
2	Kindergarten		Kindergarten.
4	P. Jan., '93	1	B1, A1.
4	G. Jan., '93	2	B2, A2.
1	G. Jan., '95	3	B3, A3, B4.
4	G. June, '94	4	A4, B5, A5.
2	G. Jan., '95	1	B1, A1.
0	G. Jan., '95	2	B2, A2, B3.
6	G. June, '94	3	A3, B4, A4.

District No. 17.

SPRING STREET SCHOOL Near Sixth Street.	ADDRESSES	Years of Experience
82. Miss Alice T. de Hart	330½ S. Spring st	3
83. Miss Eleanor Mercer	450 S. Broadway	1
84. Miss Maggie Tracy	327 W. Seventeenth st.	12
85. Miss N. F. W. Pond	403 S. Grand ave	25
86. Mrs. Eliza Bengough	109 W. Fourteenth st.	32
87. Miss Rosalie Lazard	608 W. Seventh st	2
88. Miss Nora L. Desmond	937 S. Hill st	6
89. Miss Alice Phillips	813 W. Eleventh st	4
90. Miss Minnie Devin	838 S. Olive st	8
91. Miss Helen C. Reilly	2206 Figueroa st	11
92. Mrs. Nellie C. Rorick	141 W. Seventeenth st.	4
93. Mrs. Ella J. Betts	807 W. Washington st.	18
94. Miss Mabel Rorick	622 S. Main st	8
95. Mrs. Albertina Smith	647 S. Spring st	6
96. Miss Emma G. Kane	113 E. Third st	8
97. Miss Eleanor M. Joy	309 S. Bunker Hill ave.	4
98. Miss Nellie F. Ray	416 W. Sixth st.	12
99. Mr. Charles L. Ennis (Principal)	252 E. Fifth st	22

Years in Los Angeles	Certificate Date of Expiration	Rooms	Classes
2	Kindergarten	6	Kindergarten.
0	Kindergarten	6	Kindergarten.
5	G. Jan. '95	1	B1, A1, a. m.
11	L. D.	1	B1, A1, p. m.
12	L. D.	3	B2, A2, a. m.
2	G. June '95	3	B2, A2, p. m.
5	G. June '93	4	B3, A3, a. m.
1	P. Jan. '94	4	B3, A3, p. m.
6	G. June '94	5	A3, B4, a. m.
1	P. Jan. '94	5	B4, A4, p. m.
2	G. June '94	7	B4, A4.
4	G. Jan. '95	9	B5, A5.
5	G. Jan. '93	11	B5, A5.
1	G. Jan. '95	12	B6, A6.
2	G. Jan. '93	8	A6, B7.
3	G. Jan. '93	10	B7, A7.
10	G. June '94	2	B8, A8.
3	H. S. Jan. '98.		

District No. 18.

EIGHTH STREET SCHOOL Corner Grand Avenue.	ADDRESSES	Years of Experience
100. Miss Helen Henry	363 S. Main st	11
101. Miss Mae Owen	625 S. Pearl St	11
102. Miss Elizabeth J. Gibson (Principal)	849 S. Hope st	23
103. Miss Lizzie B. Oliver	627 W. Fourth st	5
104. Miss Mary S. Moody	1003 S. Pearl st	4
105. Miss Mattie H. Wilson	849 S. Hope st	10
106. Miss Sara C. Reese	Station D	12
107. Miss Franc Hawks	Hotel Fremont	4
108. Miss Nellie Shine	644 S. Flower st	8

District No. 19.

TENTH STREET SCHOOL Near Vernon Street.		
109. Miss M. Bessie Davis	638 S. Pearl st	6
110. Miss Lizzie B. Moore (Principal)	243 S. Broadway	9
111. Miss Belle McFadden	Station D	6
112. Miss Jessie F. De Wolfe	Station D	13

District No. 20.

SIXTEENTH STREET SCHOOL. Near Hill Street.		
113. Miss Jeanette Havemann	133 W. Twenty-fifth st	2
114. Miss Florence Smith	415½ S. Spring st	2
115. Miss Anna S. Griswold	327 W. Twenty-first st	10
116. Miss Narcissa J. Miller	1033 S. Pearl st	20
117. Miss Bertha E. Gordon (Principal)	Box 658	13
118. Miss Ida M. McCormack	325 W. Seventeenth st	7
119. Miss Helen O. Anderson	1515 S. Hope st	11
120. Mrs. Jennie L. Throop	201 W. Twenty-third st	6
121. Miss Mary E. Bear	2016 S. Main st	15
122. Mr. F. E. Little	331 W. Twenty-first st	17

Years in Los Angeles	Certificate Date of Expiration	Rooms	Classes
8	G. June, '93	1	B1.
1	G. Jan., '95	3	A1, B2, a. m.
11	G. Jan., '95	3	A2, B3, p. m.
3	G. Jan., '94	4	A3, B4.
1	G.	6	A4, B5.
7	G. June, '93	8	A5, B6.
12	G. Jan., '94	7	B6, A6.
0	G. June, '95	5	B7, A7.
4	G. Jan., '95	2	B8, A8.
1	G. Jan., '95	3	B1, A1.
3	P. Jan., '93	2	B2, A2, B3.
2	G. June, '93	1	A3, B4, A4.
0	G. June, '93	4	B5, A5, A6.
2	Kindergarten	9	Kindergarten.
0	Kindergarten	9	Kindergarten.
4	G. June, '94	1	B1, A1.
5	G. June, '94	2	B2, A2.
6	H. S. June, '97	4	B3, A3.
5	G. Jan., '93	3	B4, A4.
5	G. Jan., '94	5	B5, A5.
4	G. Jan., '95	6	B6, A6.
4	G. Jan., '95	7	B7, A7.
1	G. Jan., '93	8	B8, A8.

District No. 21.

SEVENTEENTH ST. SCHOOL Corner Georgia Bell Street.	ADDRESSES	Years of Experience
123. Miss Julia Bruere	644 W. Sixteenth st	2
124. Miss Anne Brown	Adams & Toberman sts.	15
125. Miss Nettie M. Dick	L st., Pico Heights	17
126. Miss Clara Houghton	939 S. Pearl st	1
127. Miss Eliza P. Myrick	937 W. Eighteenth st.	10
128. Miss Clara Bruere	644 W. Sixteenth st	16
129. Miss Lizzie Day	1370 Figueroa st	10
130. Miss M. O'Donoughue	626 W. Fifteenth st	16
131. Miss Edith M. Joy (Principal)	309 S. Bunker Hill ave	7

District No. 22.

THIRTIETH STREET SCHOOL Near Main Street.		
132. Miss Marrietta Hodgman	2377 Scarff st	3
133. Miss Elsie Hasse	1118 Santee st	1
134. Miss Nellie M. Fitzmier	University	8
135. Miss Bertha Fitzmier	University	5
136. Mrs. Clara M. Preston	148 W. 32nd st	6
137. Mrs. Lizzie A. West	3118 Figueroa st	5
138. Miss Alice C. Gray	University	8
139. Mrs. Pem H. Munday	334 W. 23rd st	9
140. Mr. M. C. Bettinger (Principal)	460 E. 28th st	10

Years in Los Angeles	Certificate Date of Expiration	Rooms	Classes
2	Kindergarten	1	Kindergarten.
0	Kindergarten	1	Kindergarten.
5	G. June, '93	2	B1, A1.
0	G. Jan., '94	3	B2, A2.
5	G. Jan., '93	4	B3, A3.
7	G. June, '95	5	B4, A4.
0	P. Jan., '93	6	A4, B5, A5.
3	P. Jan., '93	7	B6, A6.
3	G. Jan., '94	8	B7, B8.
2	Kindergarten	4	Kindergarten.
1	Kindergarten	4	Kindergarten.
5	G. June, '95	2	B1, A1.
2	G. Jan., '95	3	B2, A2.
0	G. June, '95	5	B3, A3.
2	G. Jan., '95	6	B4, A4.
5	G. Jan., '95	7	B5, A5.
4	G. Jan., '95	8	B6, A6.
7	G. June, '93	1	B7, A7.

District No. 23.

SAN PEDRO STREET SCHOOL Near Washington Street.	ADDRESSES	Years of Experience
141. Mrs. Eveline Winslow	2910 Maple ave	1
142. Miss Alice Blackinton	416 S. Broadway	2
143. Miss Lizzie F. Keller	235 W. 22nd st	16
144. Miss Fidelia Anderson (Principal)	126 W. 27th st	15
145. Miss Charlotte Knoch	137 S. Broadway	2

District No. 24.

STAUNTON AVENUE SCHOOL Near Sixteenth Street.		
146. Miss Mary S. Murphy	258 S. Olive st	5

District No. 25.

SEVENTH STREET SCHOOL Corner Lemon Street.		
147. Miss Ella H. Kane	113 E. Third st	5
148. Miss Florence B. Ebey	1202 E. Eighth st	5
149. Miss Louisa L. Williamson	727 Central ave	7
150. Miss Mary E. Foy (Principal)	651 S. Pearl st	5

Years in Los Angeles	Certificate Date of Expiration	Rooms	Classes
0	Kindergarten	3	Kindergarten.
2	Kindergarten	3	Kindergarten.
9	G. June, '93	4	B1, A1.
3	G. Jan., '94	2	B2, B3.
1	G. Jan., '94	1	A3, B4, A4.
4	G. Jan., '95	1	B1, A1, B2, B3, A3.
3	G. Jan., '93	1	B1, A1.
0	P. Jan., '94	2	B2, A2, B3.
5	G. June, '94	3	B4, A4, B5.
4	H. S. June, '98	4	A5, B6, A6.

District No. 26.

NINTH STREET SCHOOL Corner of Stanford Avenue.	ADDRESSES	Years of Experience
151. Miss Fannie Lawton	739 S. Broadway	3
152. Miss Ruby Tullis	829 S. Spring st	3
153. Miss Cora M. Getchell	537 Regent st	8
154. Miss Estelle Cowan	824 W. Tenth st	5
155. Mrs. Emma A. Hanchette (Principal)	739 S. Broadway	17
156. Miss Kate E. Desmond	937 S. Hill st	4
157. Miss Margaret C. Downing	239 S. Hill st	6
158. Miss Hattie Taylor	215½ S. Hill st	5
159. Miss Regina Weinshank	145 San Pedro st	11
160. Miss Mary F. Claypool	717 W. Eleventh st	12

District No. 27.

HEWITT STREET SCHOOL Near East First Street.		
161. Mrs. Lizzie K. Foster	121 N. Truman st	1
162. Miss Lorena Stevenson	331 Castelar st	1
163. Miss Nettie L. Getchell	537 Regent st	12
164. Miss Nora Tracy	327 W. Seventeenth st	9
165. Miss Minnie A. Samuels	119 N. Daly st	3
166. Miss Louise A. Williams (Principal)	401 S. Hope st	7
167. Mrs. Ella F. O'Gorman	229 N. Broadway	10
168. Miss Marie H. Perry	520 S. Main st	6
169. Miss Carrie Blanford	217 W. Thirtieth st	3
170. Mrs. Dora H. Broadwell	313 N. Broadway	13

Years in Los Angeles	Certificate Date of Expiration	Rooms	Classes
1	Kindergarten	9	Kindergarten.
1	Kindergarten	9	Kindergarten.
5	G. June, '95	2	B1.
2	G. June, '94	4	A1, B2.
5	G. Jan., '94	1	B2, A2.
2	G. Jan., '95	3	B3, A3.
0	G. Jan., '93	5	A3, B4.
4	G. Jan., '95	6	A4, B5.
10	G. June, '95	7	A5, B6, A6.
2	G. Jan., '94	8	B7, A7, B8.
0	Kindergarten	9	Kindergarten.
1	Kindergarten	9	Kindergarten.
11	G. June, '93	1	B1, A1.
5	G. Jan., '95	2	B1, A1.
1	G. June, '95	3	B2, A2.
5	G. Jan., '93	4	A2, B3.
4	G. Jan., '94	5	A3, B4.
3	G. Jan., '94	6	B4, A4.
2	G. June, '93	7	B5, A5.
4	G. June, '93	8	B6, B7, A7.

District No. 28.

AMELIA STREET SCHOOL Near Jackson Street.	ADDRESSES	Years of Experience
171. Miss Nellie G. Oliver	730 W. Beacon st	6
172. Miss Kittie Mills	327 S. Olive st	1
173. Miss Laura Boquist	870 Pasadena ave	3
174. Miss Mary Deacon	638 S. Pearl st	9
175. Miss Bessie M. Cox	119 N. Daly st	3
176. Miss Esther E. Jepsen	559 S. Flower st	5
177. Miss Mary F. King	University	6
178 Miss Vesta A. Olmstead (Principal)	618 S. Hope st	7
179. Miss Kate J. Brown	312 S. Hill st	11
180. Miss Mary E. Stewart	Box 814	8
181. Miss Mary B. Alexander	520 S. Flower st	5

District No. 29.

ANN STREET SCHOOL Corner Magdalena Street.		
182. Miss Luna Murphy	119 N. Daly st	2
183. Miss Pauline Elleau	139 W. 24th st	2
184. Miss Jennie C. Gould	163 N. Daly st	18
185. Miss Adelaide O. Vose	1365 S. Hope st	12
186. Miss Ida M. Mier	320 S. Hill st	11
187. Mrs. M. A. White (Principal)	1201 Buena Vista st	17
188. Miss Maud Miles	1627 Ingraham st	4
189. Miss Corinne Lynch	1322 Georgia Bell st	11
190. Mrs. E. M. Sherwood	654½ S. Main st	14

Years in Los Angeles	Certificate Date of Expiration	Rooms	Classes
2	Kindergarten	3	Kindergarten.
0	Kindergarten	3	Kindergarten.
1	G. June, '95	2	B1, p. m.
3	P. June, '93	2	B1, a. m.
2	G. Jan., '93	1	A1, B2, p. m.
1	G. Jan., '95	1	A1, B2, a. m.
1	G. June, '93	5	A2, B3.
5	G. June, '95	4	A2, B3.
2	P. Jan., '93	6	A3, B4.
5	G. June, '95	7	B4, A4, B5.
2	G. Jan., '94	8	A5, B6, A6.
2	Kindergarten	2	Kindergarten.
0	Kindergarten	2	Kindergarten.
6	G. Jan., '95	3	B1.
2	G. June, '95	4	B1, A1.
1	P. June, '94	5	B2, A2.
6	G. June, '93	1	B3, A3.
2	G. June, '94	6	B4, A4.
3	P. Jan., '93	7	B5, A5.
1	G. Jan., '95	8	B6, A6, A7.

District No. 30.

MACY STREET SCHOOL Corner Brooklyn Avenue.	ADDRESSES	Years of Experience
191. Miss Alice Cushing	728 W. Second st	6
192. Miss Mary McDonald (Principal)	429 Anderson st	10
193. Miss Ida L. Hall	331 W. Second st	9
194. Miss Frances Sanders	424 Temple st	10

District No. 31.

CORNWELL STREET SCHOOL Corner Sheridan Street.		
195. Miss Lucy Wurtz	2320 E. Third st	7
196 Miss Pauline Lewis	756 S. Flower st	1
197. Mrs. Jennie Donahue	125 W. Fourth st	6
198. Miss Kate McCarthy (Principal)	125 W. Fourth st	8
199. Miss Alberta Shrimplin	Station D	3

District No. 32.

BREED STREET SCHOOL Corner East Third Street,		
200. Miss Grace J. Hutchins	1233 S. Olive st	3
201. Miss Ada Marsh	416 S. Hope st	1
202. Miss Grace Murdoch	2537 E. First st	13
203. Mrs. Maggie J. Henry (Principal)	138½ S. Spring st	19
204. Miss Hattie McLellan	1918 S. Los Angeles st	10
205. Miss Anna R. Hanlon	1328 S. Hope st	4
206. Miss Ida M. Williams	425 Temple st	12
207. Miss Lizzie A. McKenzie	644 S. Flower st	12
208. Miss Anna C. Murphy	258 S. Olive st	12

Years in Los Angeles	Certificate Date of Expiration	Rooms	Classes
3	G. Jan., '93	3	B1.
5	G. June, '93	1	A1, B2.
4	G. Jan., '94	2	A2, B3, A3.
0	P. June, '94	4	B4, A4, B5.
1	Kindergarten	1	Kindergarten.
0	Kindergarten	1	Kindergarten.
4	G. Jan., '94	4	B1, A1.
5	G. Jan., '94	3	B2, A2, B3.
2	P. Jan., '93	2	B4, A4, B5.
2	Kindergarten	1	Kindergarten.
1	Kindergarten	1	Kindergarten.
8	G. June, '94	2	B1, A1.
3	G. June, '93	4	B2, A2, B3.
0	P. Jan., '93	3	A3, A4.
1	G. Jan., '95	5	B5, A5.
4	G. June, '95	6	B6, A6.
4	G. Jan., '95	7	B7, B8.
5	G. Jan., '94	8	A7, A8.

District No. 33.

E. FIRST STREET SCHOOL Corner Savannah Street.	ADDRESSES	Years of Experience
209. Miss Maria Murdoch (Principal)	.....2537 E. First st.....	17
210. Miss Jennie B. Wylie	.....1969 Michigan ave.....	4
211. Mrs. Kate L. Madden	.....2625 Michigan ave.....	7

HIGH SCHOOL

Corner Castelar and Rock Streets.

212. Mr. Frank Mathews	..... 1054 S. Pearl st.....	16
213. Miss Katherine C. Carr	.....Hotel Ramona.....	3
214. Miss M. Helen Wooster	.....309 Court st.....	19
215. Miss Alma S. Brigham	.....331 Court st.....	19
216. Miss Emily C. Clark	.....601 Temple st.....	4
217. Miss Helen W. Davis	.....109 W. Ann st.....	15
218. Mrs. Margaret J. Frick	.....530 Court st.....	17
219. Mrs. Regina M. Dixon	.....242 N. Hope st.....	17
220. Miss Clara Lillibridge	.....331 W. Second st.....	18
221. Miss Katherine C. Wambold	..231 N. Hope st.....	6
222. Miss Leona Lebus	.....912 S. Hill st	1
223. Mr. D. W. Hanna	.....801 S. Hope st.....	21
224. Mr. S. G. Lehmer	.....439 Lyell st.....	13
225. Miss Margaret A. Huston	..135 N. Griffin ave.....	20
226. Miss Florence A. Dunham	..301 N. Broadway	20
227. Miss Elizabeth A. Packard (Principal)	..331 W. Second.....	17

Years in Los Angeles	Certificat : Date of Expiration	Rooms	Classes
9	G. June '93	1	B1, A1.
0	G. June '95	3	B2, A2, B3.
3	G. June '95	4	A3, B4, A4.
0	H. S. June '98	2	French and Spanish.
1	H. S. June '98	19	German and Latin.
8	H. S. Jan., '98	14	Latin and Greek.
3	H. S. Jan., '98	30	Latin.
0	H. S. Jan., '94	16	English.
3	H. S. Jan., '98	8	English.
7	H. S. Jan., '98	20	English.
0	H. S. June '97	3	Mathematics.
4	H. S. Jan., '95	25	Mathematics.
2	H. S. Jan., '98	15	Elementary Geometry.
0	H. S. Jan., '98	9	Algebra & Phys. Geog.
1	H. S. Jan., '98	32	Physics and Chemistry.
1	H. S. June '97	34	Physiology and Zoology.
4	H. S. June '98	29	Civics and History.
9	H. S. Jan., '98	12	History.
17	H. S. Jan., '98		Composition.

JANITORS FOR 1892–93.

1	Arroyo Street	School,	Mrs. E. Smith, 11 Cypress ave.
2	Swain	"	" " " " " " "
3	Chestnut	"	" Mrs. E. F. Hastings, 413 Wells st.
4	Hellman	"	" Mrs. Theresa Small, 168 N. Hellman st.
5	Gates	"	" Mrs. A. Aiseupreis, 512 Barbee st.
6	Griffin Avenue	"	Mrs. C. Gillingham, 322 S. Johnson st.
7	Hayes Street	"	Mrs. C. Petry, 408 S. Walnut st.
8	Castelar	"	" Miss Inez Tapia, 828 Castelar st.
9	Sand	"	" Mr. M. C. Collins, 218 S. Bunker Hill ave.
10	Alpine	"	" Mrs. H. E. Shaw, 918 Ramona ave.
11	Temple	"	" Mrs. E. Sherman, 360 Metcalf st.
12	Grafton	"	" Miss Rosa Garcia, Grafton st.
13	Casco	"	" Mrs. N. Porter, 1424 Temple st.
14	Union Avenue	"	Mrs. E. Gorman, 1645 W. First st.
15	Fremont	"	" Miss Annie Fogarty, 306 S. Pearl st.
17	Spring Street	"	Mr. H. W. Cowles, 1807 Brooklyn ave.
18	Eighth	"	" Mrs. Ellen Biller, 732 S. Grand ave.
19	Tenth	"	" Mrs. D. Carlson, 1020 Blaine st.
20	Sixteenth	"	" Mr. Fred Upson, 231 W. Fifteenth st.
21	Sev'nt'uth	"	" Mrs. E. L. Wilson, 232 W. Thirty-first st.
22	Thirtieth	"	" Mrs. A. Barthel, 2839 Lorne st.
23	San Pedro	"	" Mr. P. O. Vicklund, 1223 San Pedro st.
24	Staunton Avenue	"	Mrs. Simonds, McGarry st.
25	Seventh Street	"	Mrs. A. Pickard, 638 Mimosa st.
26	Ninth	"	" Mrs. S. Miller, 719 Montreal st.
27	Hewitt	"	" Mrs. A. McGilvary, 120 Hewitt st.
28	Amelia	"	" Mr. L. McPherson, 924 Short st.
29	Ann	"	" Mrs. J. Ruckman, 122 W. Ann st.
30	Macy	"	" Miss A. Arzaga, 1056 Macy st.
31	Cornwell	"	" Mr. N. Morrow, 2220 Bird st.
32	Breed	"	" Mr. S. H. Sewell, 600 St. Louis st.
33	First	"	" Mrs. Mary Hellman, 104 St. Louis st.
34	High		" Mr. E. Fitch, 368 Metcalf st.

Superintendent of Buildings, Mr. C. H. Axtell, 536 Sand st.
Asst. Supt: of Buildings, Mr. C. A. Charlton, 1914 Michigan ave.

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